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ABSTRACT

A statistical profile of higher education, a general review of developments during 1986-1987, and policy statements and activities of the National Education Association (NEA) are presented in this 1988 NEA Almanac. The statistical profile covers enrollment trends, degrees, faculty salaries, endowments, appropriations to community colleges, scores on the Scholastic Aptitude Test and the American College Testing assessments, and corporate gifts to education. Also addressed are: higher education legislation for 1986-1987, education provisions of the Tax Reform Act of 1986, 1987 Higher Education Technical Amendments, Supreme Court decisions for the 1986-1987 term, recent growth in higher education enrollment, and academic freedom and censured institutions. In addition to a selected bibliography of higher education books, information is provided on higher education journals, fellowship sources for faculty, and academic meetings. NEA policy statements on higher education are provided, as well as information concerning NEA membership and benefits, grant programs, the NEA higher education journal, the National Council for Higher Education, and NEA higher education bargaining units. (SW)

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The 1988 NEA Almanac of Higher Education

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The Academy: A Statistical Profile

Enrollment: Majority Attend Public Colleges and Universities

Over 12.2 million students enrolled in institutions of higher education in 1984-85. Some 9.5 million of these attended public institutions. While public college enrollments increased by 0.2 percent over 1983-84, private college enrollments declined by 0.5 percent. First-time freshman enrollments declined by 2.7 percent.

Enrollment in Institutions of Higher Education by Control/Type of Institution and by Sex of Student: 50 States and D. C., Fall 1983-85

Control and type of institution and sex of student	Fall			Percent change	
	1983	1984	1985	1983-84	1984-85
All institutions	12,464,661	12,241,940	12,247,055	−1.8	*
Universities	2,327,204	2,312,381	2,311,735	−0.6	*
Other 4-year	5,413,991	5,398,786	5,404,243	−0.3	0.1
2-year	4,723,466	4,530,773	4,531,077	−4.1	*
Men	6,023,725	5,863,574	5,818,450	−2.7	−0.8
Women	6,440,936	6,378,366	6,428,605	−1.0	0.8
Public, total	9,682,734	9,459,592	9,479,273	−2.3	0.2
Men	4,610,038	4,466,026	4,437,488	−3.1	−0.6
Women	5,072,696	4,993,566	5,041,785	−1.6	−1.0
Universities	1,737,543	1,723,091	1,724,954	−0.8	0.1
Men	920,891	905,441	900,451	−1.7	−0.6
Women	816,652	817,650	824,503	0.1	0.8
Other 4-year	3,485,861	3,475,182	3,484,586	−0.3	0.3
Men	1,686,942	1,669,143	1,656,353	−1.1	−0.8
Women	1,798,919	1,806,039	1,828,233	0.4	1.2
2-year	4,459,330	4,261,319	4,269,733	−4.4	0.2
Men	2,002,205	1,891,442	1,880,684	−5.5	−0.6
Women	2,457,125	2,369,877	2,389,049	−3.6	0.8
Private total	2,781,927	2,782,348	2,767,782	*	−0.5
Men	1,413,687	1,397,548	1,380,962	−1.1	−1.2
Women	1,368,240	1,384,800	1,386,820	1.2	0.1
Universities	589,661	589,290	586,781	−0.1	−0.4
Men	327,674	324,978	321,585	−0.8	−1.0
Women	261,987	264,312	265,196	0.9	0.3

Control and type of institution and sex of student	Fall			Percent change	
	1983	1984	1985	1983-84	1984-85
Other 4-year	1,928,130	1,923,604	1,919,687	−0.2	− 0.2
Men	957,109	947,412	937,827	−1.0	− 1.0
Women	971,021	976,192	981,830	0.5	0.6
2-year	264,136	269,454	261,344	2.0	− 3.0
Men	128,904	125,158	121,550	−2.9	− 2.9
Women	135,232	144,296	139,794	6.7	− 3.1
Private, nonprofit	2,589,187	2,592,197	2,571,791	0.1	− 0.8
Men	1,301,813	1,291,470	1,271,912	−0.8	− 1.5
Women	1,287,374	1,300,727	1,299,879	1.0	− 0.1
Universities	589,661	589,290	586,781	−0.1	− 0.4
Men	327,674	324,978	321,585	−0.8	− 1.0
Women	261,987	264,312	265,196	0.9	0.3
Other 4-year	1,883,233	1,876,882	1,876,219	−0.3	*
Men	926,292	915,585	908,663	−1.2	− 0.8
Women	956,941	961,297	967,556	0.5	0.7
2-year	116,293	126,025	108,791	8.4	−13.7
Men	47,847	50,907	41,664	6.4	−18.2
Women	68,446	75,118	67,127	9.7	−10.6
Private Proprietary	192,740	190,151	195,991	−1.3	3.1
Men	111,874	106,078	109,050	−5.2	2.8
Women	80,866	84,073	86,941	4.0	3.4
Universities	...	...	...	...	...
Men	...	...	...	...	...
Women	...	..	...	...	...
Other 4-year	44,897	46,722	43,438	4.1	− 7.0
Men	30,817	31,827	29,164	3.3	− 8.4
Women	14,080	14,895	14,274	5.8	− 4.2
2-year	147,843	143,429	152,553	−3.0	6.4
Men	81,057	74,251	79,886	−8.4	7.6
Women	66,786	69,178	72,667	3.6	5.0

SOURCE: U.S. Department of Education, Center for Education Statistics, "Enrollment in Colleges and Universities, Fall 1985."

* Less than 0.05 percent.

... Not applicable.

New York: Largest Student Exporter and Importer

Of the 3.4 million students who took college courses for credit in fall, 1984, 86 percent studied in their home states. New York both exported and attracted the greatest number of students. The District of Columbia attracted the greatest percentage, while Texas and North Carolina had the largest proportion of resident students.

Net Migration of Students by State, 1984

	Number of first-time students	Percentage from out of state	Number of state residents who left	Number of students from out of state	Net migration
Alabama	54,722	16	4,775	8,569	+ 3,794
Alaska	4,986	9	2,660	424	− 2,236
Arizona	78,792	16	4,674	12,625	+ 7,951
Arkansas	25,501	13	4,244	3,391	− 853
California	319,119	6	24,384	20,326	− 4,058
Colorado	51,912	17	8,210	8,842	+ 632
Connecticut	52,390	15	18,016	8,054	− 9,962
Delaware	10,581	40	3,050	4,214	+ 1,164
D.C.	22,502	71	3,301	15,934	+12,633
Florida	134,295	13	16,647	16,963	+ 316
Georgia	59,562	20	8,614	11,772	+ 3,158
Hawaii	15,611	12	2,867	1,833	− 1,034
Idaho	13,185	28	3,007	3,633	+ 626
Illinois	170,594	7	29,233	12,243	−16,990
Indiana	71,558	18	8,248	13,178	+ 4,930
Iowa	49,397	18	6,871	8,929	+ 2,058
Kansas	46,836	15	4,670	6,976	+ 2,306
Kentucky	43,246	16	5,304	7,005	+ 1,701
Louisiana	52,081	13	4,486	6,585	+ 2,099
Maine	16,223	17	3,630	2,697	− 933
Maryland	76,484	14	16,998	10,842	− 6,156
Massachusetts	135,906	22	18,589	30,125	+11,536
Michigan	135,015	7	12,857	8,897	− 3,960
Minnesota	42,251	19	11,591	8,003	− 3,588
Mississippi	40,603	10	3,499	4,123	+ 624
Missouri	68,647	18	9,246	12,186	+ 2,940
Montana	11,613	13	2,326	1,493	− 833
Nebraska	29,150	13	3,690	3,786	+ 96
Nevada	15,749	6	2,257	914	− 1,343
New Hampshire	13,371	39	4,932	5,183	+ 251

	Number of first-time students	Percentage from out of state	Number of state residents who left	Number of students from out of state	Net migration
New Jersey	79,318	6	42,336	4,398	−37,938
New Mexico	17,662	20	3,896	3,529	− 367
New York	309,688	10	42,574	32,416	−10,158
North Carolina	113,631	14	5,986	16,293	+10,307
North Dakota	9,514	31	2,110	2,912	+ 802
Ohio	130,008	11	16,690	14,262	− 2,428
Oklahoma	53,855	9	4,430	4,715	+ 285
Oregon	47,734	13	5,219	6,126	+ 907
Pennsylvania	168,753	17	24,055	28,383	+ 4,328
Rhode Island	26,500	34	4,082	9,084	+ 5,002
South Carolina	46,788	13	4,430	5,923	+ 1,493
South Dakota	10,067	26	2,244	2,571	+ 327
Tennessee	61,345	18	6,560	10,781	+ 4,221
Texas	205,129	9	10,976	18,566	+ 7,590
Utah	32,110	20	2,315	6,456	+ 4,141
Vermont	11,016	40	2,286	4,358	+ 2,072
Virginia	91,209	18	14,452	15,999	+ 1,547
Washington	67,429	8	7,791	5,683	− 2,108
West Virginia	21,943	21	3,009	4,506	+ 1,497
Wisconsin	95,535	11	8,155	10,118	+ 1,963
Wyoming	7,994	15	1,551	1,199	− 352
TOTAL	3,469,110	13	468,023	468,023	0

SOURCE: U.S. Department of Education, Center for Education Statistics, "Residence and Migration of College Students, Fall, 1984."

Higher Education: Proportion of Enrollments Declines

Higher Education enrollments will comprise a slightly smaller percentage of all educational enrollments in 1987-88, according to government predictions. The number of college graduates is expected to top 1 million for the first time, despite a decline in high school graduates from 3 million in 1982 to 2.7 million in 1987.

Enrollment in Educational Institutions By Level of Instruction and by Type of Control: Fall, 1970 to Fall, 1987 (in thousands)

Level of instruction and type of control	Fall 1970	Fall 1980	Fall 1986[1]	Fall 1987[1]
All levels	59,853	58,415	57,800	58,000
Public	52,337	50,444	49,400	49,500
Private	7,516	7,971	8,400	8,500
Elementary and secondary schools[2]	51,272	46,318	45,400	45,700
Public	45,909	40,987	39,800	40,000
Private	5,363	5,331	5,600	5,700
Kindergarten through grade 8[3]	36,629	31,666	31,700	32,200
Public	32,577	27,674	27,400	27,800
Private	4,052	3,992	4,300	4,400
Grades 9 through 12	14,643	14,652	13,700	13,500
Public	13,332	13,313	12,400	12,200
Private	1,311	1,339	1,300	1,300
Higher education[4]	8,581	12,097	12,400	12,300
Public	6,428	9,457	9,600	9,500
Private	2,153	2,640	2,800	2,800

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, Center for Education Statistics, *Digest of Education Statistics*, 1987 and unpublished projections and estimates. (July 1987)

[1] Estimated.

[2] Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools.

[3] Includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. This undercount of preprimary enrollment is particularly significant for private schools. According to data collected by the U.S. Bureau of the Census, public and private nursery school and kindergarten enrollment grew from 5.2 million in 1980 to 6.3 million in 1985.

[4] Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other four-year colleges, and two-year colleges.

American Indian Enrollment: More Undergraduates

The total enrollment of American Indians in American colleges and universities increased from 76,110 in 1976 to 87,700 in 1982, and then declined to 82,672 in 1984. Undergraduate enrollments increased by 12 percent in that period. Graduate enrollments decreased slightly while professional enrollments decreased substantially.

American Indian Students, by Enrollment Status and by Sex of Student, Even Years 1976-1984

Enrollment status and sex of student	1976		1978		1980		1982		1984	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNDERGRADUATE										
Total	61,283	100	61,407	100	68,646	100	67,036	100	68,815	100
Full-time										
Male	19,874	32	17,410	28	18,611	27	18,112	27	18,580	27
Female	18,447	30	18,782	31	20,468	30	19,424	29	21,332	31
Part-time										
Male	10,930	18	11,616	19	12,378	18	12,481	19	12,387	18
Female	12,044	20	13,599	22	17,189	25	17,019	25	16,516	24
GRADUATE										
Total	3,887	100	3,705	100	4,377	100	3,365	100	3,634	100
Full-time										
Male	938	24	862	23	896	20	778	21	799	22
Female	634	16	678	18	850	19	688	20	727	20
Part-time										
Male	1,260	32	1,183	31	1,335	31	953	28	900	25
Female	1,060	27	1,062	28	1,296	30	1,046	31	1,199	33
FIRST PROFESSIONAL										
Total	1,253	100	1,072	100	1,188	100	911	100	980	100
Full-time										
Male	975	78	733	68	745	63	527	58	539	55
Female	190	15	242	23	343	29	310	34	333	34
Part-time										
Male	57	5	69	6	67	6	51	6	78	8
Female	31	2	28	3	33	3	23	3	29	3

NOTE: Excludes unclassified students and U.S. Service Schools. Details may not add to totals due to rounding.

SOURCE: U. S. Department of Education, Center for Education Statistics, "The American Indian in Higher Education, 1975-76 to 1984-85."

*Includes students enrolled in selected programs that require at least 2 academic years of previous college work for entrance and a total of at least 6 years of college work for completion; e.g., medicine (M.D.), law (LL.B., J.D.), theology (B.D., M.Div., Rabbi), dentistry (D.D.S.), veterinary medicine (D.V.M.), and osteopathic medicine (D.O.).

Bachelors Degrees: Business Most Popular Major

The total number of bachelors degrees continues to rise, from 974,309 in 1983-84 to 979,477 in 1984-85. Both males and females experienced gains—men from 473,364 to 482,319, women from 479,634 to 491,990. In 1984-85, business and management continued as the most popular for both men and women.

Bachelor's Degrees Conferred by Institutions of Higher Education By Field of Study and Sex: 1984-85

Field of Study	Men	Women	Total
Agriculture and natural resources	12,477	5,630	18,107
Architecture and environmental design	6,019	3,306	9,325
Area studies	1,099	1,768	2,867
Business and management	128,032	105,319	233,351
Communications	16,318	24,040	40,358
Communications technologies	920	805	1,725
Computer and information sciences	24,579	14,299	38,878
Education	21,264	66,897	88,161
Engineering	65,959	11,195	77,154
Engineering technologies	17,494	1,457	18,951
Foreign languages	2,650	7,304	9,954
Health sciences	9,786	54,727	64,513
Home economics	1,016	14,539	15,555
Law	449	708	1,157
Letters	11,663	22,428	34,091
Liberal/general studies	8,571	10,620	19,191
Library sciences	26	176	202
Life sciences	20,064	18,381	38,445
Mathematics	8,164	6,982	15,146
Military sciences	273	26	299
Multi/interdisciplinary studies	7,523	8,204	15,727
Parks and recreation	1,739	2,854	4,593
Philosophy and religion	4,244	2,156	6,400
Physical sciences	17,095	6,637	23,732
Protective services	7,694	4,816	12,510
Psychology	12,694	27,117	39,811
Public affairs, services	4,635	9,203	13,838
Social sciences	51,172	40,289	91,461
Theology	4,403	1,636	6,039
Visual and performing arts	14,506	23,430	37,936
TOTAL ALL FIELDS	482,528	496,949	979,477

SOURCE: U.S. Department of Education, Center for Education Statistics, "Earned Degrees Conferred" survey. (July 1987)

Master's Degrees: Business and Education Most Popular Fields

The number of master's degrees awarded increased from 284,363 to 286,251 between 1983-84 and 1984-85. In that period, the number of men awarded master's degrees declined from 143,595 to 143,390. The number of women increased from 140,668 to 142,861.

Master's Degrees Conferred by Institutions of Higher Education By Field of Study and Sex: 1984-85

Field of Study	Men	Women	Total
Agriculture and natural resources	2,846	1,082	3,928
Architecture and environmental design	2,148	1,127	3,275
Area studies	464	415	879
Business and management	46,624	20,903	67,527
Communications	1,447	2,013	3,460
Communications technologies	129	80	209
Computer and information sciences	5,064	2,037	7,101
Education	20,945	55,192	76,137
Engineering	18,684	2,242	20,926
Engineering technologies	565	66	631
Foreign languages	559	1,165	1,724
Health sciences	4,135	13,248	17,383
Home economics	279	2,104	2,383
Law	1,377	419	1,796
Letters	2,064	3,870	5,934
Liberal/general studies	449	731	1,180
Library science	758	3,135	3,893
Life sciences	2,647	2,412	5,059
Mathematics	1,874	1,008	2,882
Military science	118	1	119
Multi/interdisciplinary studies	1,845	1,339	3,184
Parks and recreation	241	303	544
Philosophy and religion	701	466	1,167
Physical sciences	4,452	1,344	5,796
Protective services	850	385	1,235
Psychology	3,044	5,364	8,408
Public affairs, services	5,938	10,107	16,045
Social sciences	6,400	3,980	10,380
Theology	2,846	1,506	4,352
Visual and performing arts	3,897	4,817	8,714
TOTAL ALL FIELDS	143,390	142,861	286,251

SOURCE: U.S. Department of Education, Center for Education Statistics, "Earned Degrees Conferred" survey. (July 1987)

Doctorates: A Decline in Recipients

The number of doctorates awarded decreased from 33,209 to 32,943 between 1983-84 and 1984-85. Male doctoral recipients declined from 22,064 to 21,700 while females advanced from 11,145 to 11,243, continuing a trend. Some 7,151 doctorates were awarded in education, by far the single most frequently chosen major.

Doctor's Degrees Conferred by Institutions of Higher Education By Field of Study and Sex: 1984-85

Field of Study	Men	Women	Total
Agriculture and natural resources	1,036	177	1,213
Architecture and environmental design	66	23	89
Area studies	86	51	137
Business and management	718	148	866
Communications	138	90	228
Communications technologies	5	1	6
Computer and information sciences	223	25	248
Education	3,419	3,732	7,151
Engineering	3,014	207	3,221
Engineering technologies	8	1	9
Foreign languages	184	253	437
Health sciences	565	634	1,199
Home economics	78	198	276
Law	88	17	105
Letters	572	667	1,239
Liberal/general studies	28	25	53
Library science	39	48	87
Life sciences	2,307	1,125	3,432
Mathematics	590	109	699
Military science	0	0	0
Multi/interdisciplinary studies	177	108	285
Parks and recreation	23	13	36
Philosophy and religion	377	91	468
Physical sciences	2,851	552	3,403
Protective services	27	6	33
Psychology	1,492	1,416	2,908
Public affairs, services	213	218	431
Social sciences	1,933	918	2,851
Theology	1,036	104	1,140
Visual and performing arts	407	286	693
TOTAL ALL FIELDS	21,700	11,243	32,943

SOURCE: U.S. Department of Education, Center for Education Statistics, "Earned Degrees Conferred" survey. (July 1987)

First Professional Degrees: Women's Gains Continue

Between 1983-84 and 1984-85, the number of women earning first professional degrees increased from 23,073 to 24,608, while the number of men earning first professional degrees decreased by almost 1,000. The largest absolute gains for women were in medicine and law. The number of professional degrees awarded by public institutions increased slightly, while the number awarded by private institutions remained constant.

First Professional Degrees Conferred by Institutions of Higher Education: By Sex of Student and Field of Study: 1982-83, 1983-84, and 1984-85

Field of Study	1982-83			1983-84			1984-85		
	TOTAL	Men	Women	TOTAL	Men	Women	TOTAL	Men	Women
Total, all institutions	73,136	51,310	21,826	74,407	51,334	23,073	75,063	50,455	24,608
Dentistry (D.D.S. or D.M.D.)	5,585	4,631	954	5,353	4,302	1,051	5,339	4,233	1,106
Medicine (M.D.)	15,484	11,350	4,134	15,813	11,359	4,454	16,041	11,167	4,874
Optometry (O.D.)	1,116	869	247	1,086	824	262	1,115	812	303
Osteopathic medicine (D.O.)	1,319	1,063	256	1,515	1,185	330	1,489	1,136	353
Pharmacy (D. Phar.)	705	376	329	709	332	377	861	430	431
Podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.)	631	552	79	607	530	77	582	464	118
Veterinary medicine (D.V.M.)	2,060	1,216	844	2,269	1,309	960	2,178	1,135	1,043
Chiropratic (D.C. or D.C.M.)	2,889	2,308	581	3,105	2,401	704	2,661	2,072	589
Law, general (LL.B. or J.D.)	36,853	23,550	13,303	37,012	23,382	13,630	37,491	23,070	14,421
Theological professions, general (B.D., M.Div., Rabbi)	6,494	5,395	1,099	6,878	5,673	1,205	7,221	5,886	1,335
Other	—	—	—	60	37	23	85	50	35

NOTE: Includes degrees which require at least six years of college work for completion (including at least two years of preprofessional training).

SOURCE: U.S. Department of Education, Center for Education Statistics, "Earned Degrees Conferred" surveys. (November, 1986)

Faculty Salaries: Higher in Four-Year Colleges

Professors at four-year colleges received higher salaries than their counterparts at two-year institutions in 1985-86. The gap was greatest for full professors and least for assistant professors. Only instructors fared better at two-year colleges.

Average Salaries[1] by Level and by Academic Rank, 1985-86

Rank	4-year and 2-year	4-year	2-year	Difference* Amount	Difference* Percent[2]
All Ranks Combined	$32,400	$33,300	$29,300	$4,000	13.7
Professor	42,300	42,800	36,100	6,700	18.6
Associate professor	31,800	31,900	30,500	1,500	4.8
Assistant professor	26,300	26,300	25,800	500	2.0
Instructor	20,900	2,400	22,400	2,100	− 9.1
Lecturer	23,800	23,800	23,200	700	2.8
No academic rank	29,100	24,100	29,400	5,400	−18.2

SOURCE: U.S. Department of Education, Center for Education Statistics, "Instructional Faculty Salaries for Academic Year 1985-86" (February, 1987).

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*The difference between 4-year and 2-year institutions.

[1] All salaries cited in the text are rounded to the nearest hundred. Data pertains to full-time instructional faculty on 9-month contracts, as they accounted for 86.4 percent of all instructional faculty reported in academic year 1985-86.

[2] Percents are based on actual, not rounded, figures.

Faculty Salaries: Unions Continue to Make a Difference

Faculty in public colleges and universities with collective bargaining agreements continued to earn higher salaries that their nonbargaining counterparts. As in 1985-86, engineering faculty received the highest average salary, while business school faculty in secretarial and related fields received the lowest. Between 1985-86 and 1986-87, all ranks received increases. Data organized by collective bargaining status for private colleges and universities is not available.

Average Faculty Salaries in Public Institutions by Selected Disciplines, Rank, and Institutional Bargaining Status, 1986-1987

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Agribusiness and Agricultural Production	No Barg.	36,760	30,067	27,122	25,176	20,821	31,222
	Barg.	36,101	31,475	24,275	—	20,090	29,776
Architecture and Environmental Design	No Barg.	37,372	32,638	26,476	25,820	20,483	31,538
	Barg.	43,333	33,498	28,152	25,000	—	35,251
Area and Ethnic Studies	No Barg.	44,531	36,195	25,229	22,000	20,167	32,252
	Barg.	43,582	35,630	29,958	26,635	26,048	35,262
Life Sciences	No Barg.	37,936	31,028	25,967	25,208	18,869	32,453
	Barg.	42,331	33,627	26,841	24,837	24,660	37,195
Business and Management	No Barg.	45,216	37,879	32,123	33,221	23,919	35,918
	Barg.	45,675	37,479	29,999	30,342	23,635	35,706
Business: Accounting	No Barg.	45,591	38,091	33,392	34,875	23,678	35,686
	Barg.	46,740	39,014	32,033	32,723	23,319	37,416
Business: Business Administration	No Barg.	42,275	36,119	31,280	32,204	21,946	34,062
	Barg.	46,820	37,497	32,258	33,455	23,553	37,897
Business: Secretarial and Related Programs	No Barg.	37,309	31,591	25,111	21,500	20,365	28,813
	Barg.	39,623	33,766	27,603	30,061	20,613	30,438
Business: Business Economics	No Barg.	41,903	34,391	29,825	28,574	23,391	34,634
	Barg.	43,973	34,744	29,169	29,150	24,998	35,397
Communications	No Barg.	38,313	31,042	25,361	25,047	21,056	28,821
	Barg.	41,683	32,656	26,746	25,998	20,358	31,847
Communication Technologies	No Barg.	33,343	27,431	23,024	23,320	17,826	27,620
	Barg.	45,151	38,560	28,344	34,000	25,415	36,067

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Computer and Information Science	No Barg.	43,799	36,784	32,108	33,226	23,521	33,889
	Barg.	46,439	37,729	30,670	30,879	23,178	35,329
Education	No Barg.	38,311	31,813	25,654	24,922	20,898	32,020
	Barg.	42,890	34,326	27,973	26,165	23,125	36,170
Education: Teacher Education	No Barg.	37,356	30,955	26,108	24,394	20,683	31,587
	Barg.	40,553	32,690	25,890	24,282	20,021	34,258
Education: Administration	No Barg.	39,569	32,522	26,723	25,872	20,978	35,727
	Barg.	42,153	33,952	27,855	26,150	18,000	37,724
Education: Special Education	No Barg.	37,910	30,373	25,290	24,704	20,531	30,104
	Barg.	39,404	32,493	26,229	24,079	20,178	32,835
Education: Student Counselling and Personnel	No Barg.	38,240	32,490	25,151	24,200	18,923	32,904
	Barg.	42,307	33,817	26,659	23,829	28,938	36,274
Education: Curriculum and Instruction	No Barg.	38,170	31,924	26,665	23,364	21,615	32,088
	Barg.	41,156	33,824	27,327	24,757	21,889	35,089
Education: Reading Education	No Barg.	35,869	29,175	24,605	24,584	20,297	29,932
	Barg.	39,851	31,400	28,699	23,000	26,207	34,013
Education: Physical Education	No Barg.	37,525	30,802	26,338	24,010	22,664	29,117
	Barg.	42,397	34,435	28,098	24,828	22,193	32,620
Education: Vocational and Technical Education	No Barg.	36,739	30,409	26,711	28,895	21,780	29,112
	Barg.	41,745	33,003	27,639	27,925	20,776	33,142
Engineering	No Barg.	44,222	37,270	31,943	31,888	23,521	36,795
	Barg.	48,077	38,053	33,536	32,669	25,028	40,536
Fine and Applied Arts: Visual and Performing Arts	No Barg.	35,954	29,408	24,397	23,345	20,302	28,907
	Barg.	40,494	31,904	25,324	22,766	23,355	32,724
Fine and Applied Arts: Fine Arts	No Barg.	35,817	29,547	24,654	23,516	20,260	29,659
	Barg.	41,152	33,403	26,336	23,441	24,515	35,113
Fine and Applied Arts: Music	No Barg.	36,955	30,115	24,947	23,431	21,238	29,552
	Barg.	41,272	32,280	25,770	23,383	20,870	33,837
Fine and Applied Arts: Dramatic Arts	No Barg.	38,664	30,042	23,943	22,489	20,527	29,029
	Barg.	43,346	33,560	25,715	22,422	20,965	33,638
Foreign Languages	No Barg.	37,446	30,195	24,292	22,859	19,837	29,295
	Barg.	42,591	33,738	26,904	23,255	22,619	34,678
Health Professions: Nursing	No Barg.	38,929	31,794	26,272	27,489	21,847	26,941
	Barg.	44,323	33,089	27,565	26,174	23,001	30,287
Health Professions: Audiology and Speech Pathology	No Barg.	39,663	31,741	25,584	22,330	21,660	31,374
	Barg.	44,960	34,679	27,763	23,711	22,121	34,642
Home Economics	No Barg.	38,187	32,028	25,802	24,815	21,017	28,649
	Barg.	41,368	33,159	27,428	24,228	20,988	31,297

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Letters	No Barg.	37,125	29,970	24,581	22,696	18,885	29,163
	Barg.	42,179	33,725	26,380	23,054	21,091	34,496
Letters: Philosophy and Religion	No Barg.	37,949	30,705	24,519	22,973	20,006	31,789
	Barg.	42,309	33,427	26,433	22,441	19,009	36,342
Library Science	No Barg.	38,099	30,974	24,095	24,553	20,353	26,800
	Barg.	40,929	32,233	27,190	21,760	20,709	29,951
Mathematics	No Barg.	39,661	31,775	26,795	26,520	19,892	30,632
	Barg.	43,279	35,102	28,631	26,497	20,736	35,897
Physical Sciences	No Barg.	37,849	30,786	25,945	24,576	19,468	31,650
	Barg.	43,940	34,222	27,359	24,717	23,485	36,857
Physical Sciences: Physics	No Barg.	39,140	32,406	26,767	25,808	21,353	33,938
	Barg.	44,196	35,538	27,967	25,507	22,438	39,049
Physical Sciences: Chemistry	No Barg.	38,264	31,356	25,672	24,900	19,875	33,078
	Barg.	43,086	34,670	26,453	23,967	22,292	38,284
Physical Sciences: Geological Sciences	No Barg.	39,541	32,375	27,055	27,838	21,141	33,725
	Barg.	43,038	34,034	27,572	28,545	20,523	37,534
Psychology	No Barg.	38,290	31,203	25,221	24,022	20,440	32,166
	Barg.	43,697	35,090	27,447	24,366	21,812	37,722
Social Sciences	No Barg.	37,386	29,965	25,635	25,635	21,576	30,463
	Barg.	42,792	32,722	26,156	25,171	20,254	33,791
Social Sciences: Anthropology	No Barg.	38,826	30,988	24,727	22,443	21,873	32,329
	Barg.	43,026	33,866	27,710	21,500	24,497	37,414
Social Sciences: History	No Barg.	38,141	30,743	24,509	22,935	20,131	33,450
	Barg.	41,883	34,484	27,401	22,750	24,090	37,963
Social Sciences: Geography	No Barg.	38,437	30,975	25,308	25,000	21,803	32,013
	Barg.	42,377	32,156	27,247	25,116	21,706	35,931
Social Sciences: Political Science	No Barg.	38,081	31,554	25,282	22,771	21,365	31,892
	Barg.	44,307	33,388	26,034	24,676	22,108	37,625
Social Sciences: Sociology	No Barg.	38,001	31,294	25,499	22,503	20,771	31,884
	Barg.	42,612	34,258	26,827	24,042	21,890	35,870
Interdisciplinary Studies	No Barg.	38,953	30,919	25,075	22,222	21,969	28,289
	Barg.	39,226	34,269	28,231	28,726	20,722	34,906
All Disciplines	No Barg.	38,823	31,959	26,800	26,288	21,295	31,471
	Barg.	42.972	34,399	27,941	26,081	22,232	35,591

SOURCE: College and University Personnel Association, *1987 National Faculty Salary Survey by Discipline and Rank in State Colleges and Universities*, 12-35.

Faculty Salaries: Outpace Inflation for Fifth Straight Year

In 1985-86, for the fifth consecutive year, salary increases for faculty outpaced inflation. The year saw the largest real income gain for faculty for the five-year period beginning in 1981-82. These gains follow several years of losses in real income during the 1970s.

Average Salaries of Full-Time Instructional Faculty and Percent Change in Actual and Real Income, 1979-80 to 1985-86[1]

All ranks	1979-80	1980-81	1981-82	1982-83	1983-84[2]	1984-85	1985-86
Average salary	$21,400	$23,300	$25,400	$27,200	$28,500	$30,400	$32,400
Annual percent change in actual income	7.8	9.1	9.2	6.9	4.8	6.8	6.4
Annual percent change in real income[3]	−4.8	−2.2	0.5	2.5	1.1	2.8	3.4

SOURCE: U.S. Department of Education, Center for Education Statistics, "Instructional Faculty Salaries for Academic Year 1985-86" (February, 1987).

[1] Salary data are from annual survey of Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty.

[2] Estimated.

[3] Calculations are based on constant dollars derived from Consumer Price Indices for the period July 1-June 30, provided by the U.S. Department of Labor, Bureau of Labor Statistics.

Faculty Salaries: Men's Pay Exceeds Women's

The salary of male faculty continues to exceed that of women at all ranks in both public and private institutions. In all public institutions, the percentage disparity was greatest for lecturers. In private two-year colleges, the percentage disparity was greatest for those with "no academic rank" while at four-year institutions, the disparity was greatest for full professors.

Average Salaries and Difference, by Level and Sex, and by Control and Academic Rank, 1985-86

Control and academic rank	4-year			2-year		
	Men	Women	Percent Difference	Men	Women	Percent Difference
Public						
All ranks combined	$35,800	$28,700	24.8	$30,800	$27,700	11.1
Professor	43,400	40,200	8.0	36,800	35,400	3.9
Associate professor	33,000	31,500	4.7	31,200	29,900	4.4
Assistant professor	27,800	25,800	7.7	26,800	25,400	5.3
Instructor	21,600	20,300	6.6	23,700	21,900	8.0
Lecturer	25,200	22,400	12.4	25,200	22,400	12.4
No academic rank	26,600	22,900	16.1	30,800	27,900	10.7
Private						
All ranks combined	33,900	25,900	30.9	20,400	18,500	10.3
Professor	43,000	36,300	18.4	25,100	23,400	7.1
Associate professor	31,200	28,500	9.5	22,400	22,100	1.7
Assistant professor	25,900	23,500	10.5	19,900	18,900	5.0
Instructor	20,100	19,000	5.8	17,000	16,100	5.7
Lecturer	25,300	21,700	16.5	*	*	*
No academic rank	24,600	21,300	15.4	19,500	18,000	8.5

SOURCE: U.S. Department of Education, Center for Education Statistics, "Instructional Faculty Salaries for Academic Year 1985-86" (February, 1987).

*Number of faculty reported in this category too small to yield reliable data.

Faculty Salaries: Higher at Public Institutions

Faculty salaries at public institutions averaged $1,400 higher than at private colleges in 1985-86. Salaries of assistant professors at four-year colleges varied the most. At two-year colleges, salaries of those with "no academic rank" showed the greatest disparity. Between 1984-85 and 1985-86, salaries at public colleges increased an average of 7.1 percent, while salaries at private institutions increased 4.9 percent.

Average Salaries by Level and Control, and by Academic Rank, 1985-86

	4-year and 2-year		4-year		2-year	
Rank	Public	Private	Public	Private	Public	Private
All ranks combined	$32,800	$31,400	$34,000	$31,700	$29,600	$19,400
Professor	42,300	42,100	43,000	42,300	36,400	24,800
Associate professor	32,400	30,400	32,600	30,500	30,700	22,300
Assistant professor	27,000	24,900	27,100	25,000	26,200	19,300
Instructor	21,600	19,300	20,900	19,500	22,800	16,400
Lecturer	23,800	23,500	23,900	23,600	23,500	*
No academic rank	29,600	21,600	25,100	23,400	29,700	18,800

SOURCE: U.S. Department of Education, Center for Education Statistics, "Instructional Faculty Salaries for Academic Year 1985-86" (February, 1987).

*Number of faculty reported in this category too small to yield reliable data.

Institutions: Over 3,300 in 1985

In 1985, there were 3,301 colleges and universities in the United States. Most of the largest institutions were public. The largest 30 institutions of higher education enrolled about 12 percent of all college students.

Institutions of Higher Education and Branches, by Type, Control and Size of Enrollment: United States, Fall, 1985

Control of institution and size of enrollment	All institutions		Universities		All other 4-year institutions		2-year institutions	
	Number	Enrollment	Number	Enrollment	Number	Enrollment	Number	Enrollment
Public/Private institutions	3,301	12,247,055	156	2,870,772	1,853	4,845,206	1,292	4,531,077
Under 200	330	37,212	0	0	256	28,336	74	8,876
200 to 499	396	138,014	0	0	235	81,845	161	56,169
500 to 999	541	394,540	0	0	348	255,648	193	138,892
1,000 to 2,499	848	1,362,623	0	0	489	774,196	359	588,427
2,500 to 4,999	476	1,689,457	6	24,870	241	851,981	229	812,606
5,000 to 9,999	365	2,536,917	32	243,128	169	1,144,771	164	1,149,018
10,000 to 19,999	243	3,276,747	57	802,504	98	1,291,203	88	1,183,040
20,000 to 29,999	72	1,715,055	36	873,378	15	352,204	21	489,473
30,000 or more	30	1,096,490	25	926,892	2	65,022	3	104,576
Public institutions	1,493	9,479,273	94	2,141,192	470	3,068,348	929	4,269,733
Under 200	3	517	0	0	0	0	3	517
200 to 499	35	13,479	0	0	9	3,435	26	10,044
500 to 999	125	94,418	0	0	29	22,571	96	71,847
1,000 to 2,499	404	683,808	0	0	93	165,520	311	518,288
2,500 to 4,999	329	1,183,190	1	4,529	107	394,563	221	784,098
5,000 to 9,999	293	2,055,572	7	58,818	125	865,531	161	1,131,223
10,000 to 19,999	211	2,878,569	33	496,027	90	1,199,502	88	1,183,040
20,000 to 29,999	66	1,571,140	31	752,836	15	352,204	20	466,100
30,000 or more	27	998,580	22	828,982	2	65,022	3	104,576
Private institutions	1,808	2,767,782	62	729,580	1,383	1,776,858	363	261,344
Under 200	327	36,695	0	0	256	28,336	71	8,359
200 to 499	361	124,535	0	0	226	78,410	135	46,125
500 to 999	416	300,122	0	0	319	233,077	97	67,045
1,000 to 2,499	444	678,815	0	0	396	608,676	48	70,139
2,500 to 4,999	147	506,267	5	20,341	134	457,418	8	28,508
5,000 to 9,999	72	481,345	25	184,310	44	279,240	3	17,795
10,000 to 19,999	32	398,178	24	306,477	8	91,701	0	0
20,000 to 29,999	6	143,915	5	120,542	0	0	1	23,373
30,000 or more	3	97,910	3	97,910	0	0	0	0

SOURCE: U.S. Department of Education, Center for Education Statistics, *Digest of Education Statistics, 1987*, p. 167.

Endowments: 27 Percent Increase Reported in 1986

The National Association of College and University Business Officers reports a 26.9 percent increase between 1985 and 1986 in the endowments of 272 major colleges and universities. Over a 10-year period, endowments have increased by an annual average of 12.8 percent. The division of the Texas Permanent University Fund between the University of Texas System and Texas A&M has enabled Harvard to resume its leadership in the rankings.

Change in Endowment: June 1985 to June 1986
In Colleges and Universities with the 100 Largest Endowments

1986 rank	Institution	Market value	
		June 30, 1985	June 30, 1986
1.	Harvard University	$2,694,800,000	$3,435,010,000
2.	University of Texas System[1]	2,067,139,000	2,530,730,000
3.	Princeton University	1,519,240,000	1,834,010,000
4.	Yale University	1,308,690,000	1,739,460,000
5.	Stanford University[1]	1,083,890,000	1,371,870,000
6.	Columbia University	978,640,000	1,266,640,000
7.	Texas A&M University[1]	not reported	1,110,440,000
8.	Massachusetts Institute of Technology	770,167,000	971,346,000
9.	Washington University	622,076,000	958,461,000
10.	University of Chicago	640,800,000	802,500,000
11.	Rice University	570,678,000	755,782,000
12.	Emory University[1]	535,825,000	745,188,000
13.	Northwestern University[1]	552,201,000	709,236,000
14.	Cornell University	518,956,000	673,848,000
15.	University of Rochester	567,696,000	576,642,000
16.	University of Pennsylvania	437,064,000	540,084,000
17.	New York University[1]	450,708,000	519,965,000
18.	Johns Hopkins University	393,129,000	491,543,000
19.	Dartmouth College	386,021,000	477,774,000
20.	Rockefeller University	391,284,000	475,678,000
21.	Vanderbilt University	318,322,000	446,458,000
22.	University of Notre Dame	306,930,000	398,104,000
23.	California Institute of Technology[2]	284,300,000	366,193,000
24.	University of Southern California	267,602,000	361,784,000
25.	University of Virginia	256,477,000	340,387,000
26.	Case Western Reserve University	244,126,000	307,250,000
27.	Smith College	222,378,000	272,662,000
28.	Wellesley College	206,000,000	265,000,000
29.	University of Delaware	212,660,000	262,798,000
30.	University of Michigan	203,675,000	251,517,000

1986 rank	Institution	Market value June 30, 1985	June 30, 1986
31.	Williams College	198,996,000	247,830,000
32.	Wesleyan University	188,675,000	244,888,000
33.	Swarthmore College	174,429,000	233,765,000
34.	Carnegie Mellon University	193,458,000	228,768,000
35.	Amherst College	168,134,000	224,428,000
36.	University of Minnesota	181,288,000	224,265,000
37.	Loyola University of Chicago	169,009,000	219,467,000
38.	University of Cincinnati	169,387,000	218,367,000
39.	Baylor College of Medicine	153,341,000	213,917,000
40.	Grinnell College	175,053,000	208,787,000
41.	Ohio State University	167,281,000	207,128,000
42.	George Washington University	169,194,000	207,061,000
43.	University of Richmond	162,748,000	204,603,000
44.	Vassar College	156,100,000	204,064,000
45.	Baylor University[3]	175,611,000	202,989,000
46.	Pomona College	143,551,000	199,320,000
47.	University of Pittsburgh	160,463,000	197,875,000
48.	Berea College	150,261,000	193,716,000
49.	Wake Forest University	145,633,000	186,794,000
50.	Tulane University	140,121,000	179,765,000
51.	Rensselaer Polytechnic Institute	141,372,000	177,443,000
52.	Georgetown University	139,072,000	173,836,000
53.	Middlebury College	125,791,000	163,388,000
54.	Lehigh University	128,138,000	156,212,000
55.	Thomas Jefferson University	106,738,000	151,444,000
56.	Lafayette College	113,073,000	149,101,000
57.	University of Florida Foundation	104,188,000	138,732,000
58.	Kansas U. Endowment Association	95,134,000	138,420,000
59.	Boston University	104,316,000	131,525,000
60.	Mount Holyoke College	96,757,000	130,214,000
61.	State University of New York[4]	92,620,000	124,501,000
62.	University of Nebraska	112,075,000	124,442,000
63.	Carleton College	96,986,000	123,850,000
64.	Bowdoin College	89,697,000	121,004,000
65.	Brandeis University	107,160,000	120,536,000
66.	Saint Louis University	94,921,000	120,483,000
67.	Washington State University	97,158,000	115,160,000
68.	Rochester Institute of Technology	91,160,000	114,770,000
69.	Syracuse University	89,636,000	112,625,000
70.	Academy of the New Church	89,198,000	111,975,000
71.	Occidental College	73,262,000	109,455,000
72.	Pennsylvania State University	53,648,000	109,418,000
73.	University of North Carolina-Chapel Hill	79,902,000	105,318,000
74.	University of Miami[3]	80,564,000	102,142,000
75.	Trinity College (Conn.)	74,107,000	100,886,000
76.	Rutgers University	80,515,000	98,363,000
77.	Mount Sinai School of Medicine	74,770,000	97,417,000
78.	Tufts University	97,675,000	97,232,000
79.	University of Missouri	not reported	96,008,000
80.	Bryn Mawr College[3]	not reported	95,567,000

1986 rank	Institution	Market value June 30, 1985	 June 30, 1986
81.	Colgate University[3]	69,786,000	93,303,000
82.	Hamilton College	73,261,000	90,776.000
83.	Southwestern University	67,314,000	87,684,000
84.	University of Illinois Foundation	68,151,000	86,842,000
85.	University of Washington	72,909,000	85,470,000
86.	Agnes Scott College	not reported	81,798,000
87.	Union College (N.Y.)	68,043,000	81,160,000
88.	University of Wisconsin System	70,937,000	80,849,000
89.	University of the South	60,654,000	78,160,000
90.	Radcliffe College	62,516,000	77,964,000
91.	Bucknell University	62,214,000	77,837,000
92.	Whitman College	63,603,000	77,659,000
93.	Hampton University	58,785,000	76,572,000
94.	Butler University[3]	64,585,000	75,052,000
95.	Claremont McKenna College	55,241,000	72,486,000
96.	Worcester Polytechnic Institute	64,456,000	70,248,000
97.	Santa Clara University	55,873,000	67,908,000
98.	University of Alabama System[2]	52,309,000	67,757,000
99.	University of Wisconsin Foundation	45,394,000	67,543,000
100.	Mercer University	50,486,000	67,340,000

SOURCE: National Association of College and University Business Officers.

[1] As of August 31, 1986
[2] As of September 30, 1986
[3] As of May 31, 1986
[4] As of March 31, 1986
[5] As of July 31, 1986
[6] As of December 31, 1985

Community Colleges: State and Local Appropriations Increase

Community colleges supported mostly by state governments received an average 14 percent increase in appropriations between 1984-85 and 1986-87. Those systems supported jointly by state and local contributions received an average increase of 11 percent. North Dakota's colleges received the greatest percentage increase while Montana's suffered the largest percentage decrease.

Appropriations for Community Colleges: 1986-87

Colleges Supported by Local and State Funds

	1986-87	2-year change
Arizona	$59,905,000	+25%
Arkansas	20,790,000	+11%
California	1,199,057,000	+ 8%
Colorado[1]	10,831,000	+ 6%
Florida	392,662,000	+17%
Idaho	5,815,000	+11%
Illinois	203,240,000	+19%
Indiana	15,747,000	+25%
Iowa	60,003,000	+ 4%
Kansas	27,056,000	+ 6%
Maryland	98,143,00	+ 6%
Michigan	186,722,000	+17%
Mississippi	50,000,000	− 1%
Missouri	51,845,000	+20%
Montana	3,102,000	− 4%
Nebraska	22,447,000	− 3%
New Jersey	83,765,000	+21%
New Mexico[1]	908,000	+14%
New York[1]	275,530,000	+21%
Ohio[2]	78,243,000	+31%
Oklahoma[1]	457,000	+ 1%
Oregon	59,571,000	+10%
Pennsylvania	77,500,000	+12%
Texas	446,436,000	− 1%
Wyoming	32,051,000	+10%
TOTAL	$3,461,826,000	+11%

Colleges Supported by State Funds

	1986-87	2-year change
Alabama	$58,550,000	+11%
Colorado[1]	44,733,000	+ 7%
Connecticut	45,492,000	+23%
Delaware	21,472,000	+14%
Georgia	65,663,000	+16%
Massachusetts	130,530,000	+20%
Minnesota	58,599,000	+10%
Nevada	18,924,000	+36%
New Mexico[1]	5,454,000	+ 1%
New York[1]	84,799,000	+ 4%
North Carolina	304,873,000	+19%
North Dakota	4,748,000	+51%
Oklahoma[1]	64,366,000	3%
Rhode Island	21,046,000	+13%
South Carolina	87,080,000	+24%
Tennessee	58,567,000	+14%
Utah	15,403,000	+15%
Virginia	148,403,000	+16%
Washington	198,230,000	+ 5%
West Virginia	10,388,000	+ 8%
TOTAL	$1,447,320,000	+14%

SOURCE: Center for Higher Education, Illinois State University.

[1] State has both locally supported community colleges and some which receive little or no local aid.

[2] Estimate.

SAT Scores: Latest Results Show Small Changes

In 1986, SAT verbal scores for men and women declined. Total mathematics scores increased: women's scores rose by two points, while men's scores declined by one point. Minority scores rose, thus continuing a decade-long trend. Students from families with incomes under $10,000 averaged 416 and 364 on the mathematics and verbal tests, respectively. In contrast, students from families with an income of $70,000 or more had scores of 523 and 471.

Scholastic Aptitude Test Score Averages for College-Bound Seniors: 1967-1987

	Verbal			Math		
Year	Males	Females	Total	Males	Females	Total
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471
1985	437	425	431	499	452	475
1986	437	426	431	501	451	475
1987	435	425	430	500	453	476

NOTE: 1967-1971 data are estimates.

SOURCE: The College Board, *National Report: College Bound Seniors, 1987.*

ACT Scores: A Slight Decline in 1987

The 1987 ACT composite score is 18.7, down 0.1 from 1986. Scores in 1987 declined in three of the four subject area tests: the English, mathematics, and social studies. The natural sciences score remained the same. For the third straight year, composite scores earned by minority students increased. Blacks and Puerto Ricans both experienced 0.4 gains. White students' scores declined by 0.2. As with the SAT, slightly over half of the test-takers are women. Assessment composite scores had declined from the late 1960s through 1982-83, and had steadily increased until this year.

National ACT Assessment Results: 1969-70–1986-87 by Subject Area Test

Year	English	Mathematics	Social Studies	Natural Sciences	Total
1969-70[a]	18.5	20.0	19.7	20.8	19.9
1972-73	18.1	19.1	18.3	20.8	19.2
1973-74	17.9	18.3	18.1	20.8	18.9
1974-75	17.7	17.6	17.4	21.1	18.6
1975-76	17.5	17.5	17.0	20.8	18.3
1976-77	17.7	17.4	17.3	20.9	18.4
1977-78	17.9	17.5	17.1	20.9	18.5
1978-79	17.9	17.5	17.2	21.1	18.6
1979-80	17.9	17.4	17.2	21.1	18.5
1980-81	17.8	17.3	17.2	21.0	18.5
1981-82	17.9	17.2	17.3	20.8	18.4
1982-83	17.8	16.9	17.1	20.9	18.3
1983-84	18.1	17.3	17.3	21.0	18.5
1984-85	18.1	17.2	17.4	21.2	18.6
1985-86	18.5	17.3	17.6	21.4	18.8
1986-87	18.4	17.2	17.5	21.4	18.7

SOURCE: American College Testing Service, *National Trend Data for Students Who Take the ACT Assessment* (1987).

[a] Data for 1970-71 and 1971-72 not available.

1985 Corporate Gifts to Education: Up 10 Percent

Although pre-tax corporate earnings dropped 5 percent between 1984 and 1985, corporate aid to education increased over 10 percent during the same period. Colleges and universities receive about three-quarters of such aid. Overall corporate charitable contributions amounted to $4.4 billion.

Corporate Gifts to Education, 1985

Year	Corporate contributions to education	1-year change	As percent of pretax net income	As percent of all giving by corporations
1970	$ 320,000,000	−14.7%	0.42	40.2
1971	345,000,000	+ 7.8	0.40	39.9
1972	365,000,000	+ 5.8	0.36	36.2
1973	410,000,000	+12.3%	0.33	34.9
1974	445,000,000	+ 8.5	0.33	37.1
1975	450,000,000	+ 1.1	0.34	37.4
1976	560,000,000	+24,4%	0.34	37.7
1977*	665,000,000	+18.8	0.33	37.1
1978*	780,000,000	+17.3	0.33	37.4
1979*	880,000,000	+12.8%	0.34	38.5
1980*	980,000,000	+11.4	0.41	41.5
1981*	1,090,000,000	+11.2	0.48	43.4
1982*	1,250,000,000	+14.7%	0.74	43.0
1983*	1,525,000,000	+22.0	0.73	42.0
1984*	1,700,000,000	+11.5	0.72	42.5
1985*	1,875,000,000	+10.3%	0.84	42.6

SOURCE: Council for Financial Aid to Education.

*Revised from earlier estimate.

A General Review of 1986-1987

A Higher Education Chronology, 1986-1987

1986

October: President Reagan signs a bill reauthorizing the Higher Education Act, with increased student funding levels. He comments that it does "little to meet the Administration's major objectives in higher education."... The President also signs the Tax Reform Act of 1986 and an anti-drug bill that authorizes funds for preventing drug abuse in the schools and for drug research. The Tax Reform Act would make some scholarships taxable, eliminate the deductibility of state and local sales taxes and of some charitable contributions, and set new limits on the use of tax-exempt bonds.

November: An American Association of State Colleges and Universities Panel, chaired by former U.S. Education Commissioner Terrell Bell, calls for "a creative state-by-state" reform of higher education "comparable to the Marshall Plan in scope, cost and dedication."... Democrats regain control of the United States Senate for the first time in six years.... U.S. Secretary of Education William J. Bennett threatens to penalize the financial aid of students whose institutions increase tuition and fees above the inflation rate.... The House Government Operations Committee charges the Department of Education with misusing its publication review procedures to systematically censor research and curriculum materials.

December: The NEA Executive Committee adopts series of policy statements on issues that have arisen from the current movement to reform higher education. Among the key points: the misuse and abuse of part-time faculty threaten academic freedom, the financial status of full-time faculty, and the quality of the educational program; faculty must continue to control student assessment if academic integrity is to remain a goal of higher education; collective bargaining should be used to promote collegiality and faculty participation in academic governance....

French students conduct nationwide demonstrations leading to government withdrawal of proposed changes in admissions requirements and tuition fees.... Faculty and students protest over the deteriorating financial position of Argentinean universities.

1987

January: Students in People's Republic of China protest over academic and political conditions. Initial tolerance by authorities gives way to a crackdown.... Major demonstrations over academic reform close the National Autonomous University of Mexico for three weeks.... President Reagan submits a budget for FY 1988 that increases defense spending nearly 7 percent while halving the 1987 expenditure on college student aid, and completely eliminating funding for Work-Study, Supplemental Educational Opportunity Grants, Research Libraries, and the Women's Educational Equity Act.... Appearing before two Senate Committees, Secretary of Education William Bennett receives sharp bipartisan criticism for his defense of the Reagan budget.

February: NEA President Mary Hatwood Futrell, addressing the first national meeting of the Holmes Group of universities concerned with teacher education reform, states that true reform must address the realities of the workplace and must accord teachers authority in curricular design, institutional mission, and the setting of teacher certification standards.... The NCAA meets out the harshest penalties in college football history to Southern Methodist University for rules violations. The University is prohibited from fielding a team during the 1987 season and severely restricted the year after. When many players transfer to other institutions, SMU decides to cancel its 1988 season.... Police disperse Peruvian student demonstrators who were protesting earlier police raids on public university campuses.... Marches for educational opportunity are held in six American cities in response to Reagan Administration attempts to slash programs aimed at serving disadvantaged students in higher education.

March: At the annual NEA Higher Education Conference, Senator Kent Conrad and House Postsecondary Education Committee Chair Pat Williams discuss the FY 1988 education budget and upcoming legislation. Ernest Boyer discusses reform in undergraduate education, and states it is the academy's responsibility to produce students who understand the "connectedness" of all life.... Before the national elections, South African academics issue major statement denouncing apartheid.... Israeli students protest against proposed doubling of tuition.... The U.S.

Supreme Court upholds an affirmative-action plan containing numerical hiring and promotional goals based on statistics demonstrating the underrepresentation of women and minorities.

April: Senate holds hearings on the Civil Rights Restoration Act, which would clarify the intent of four antidiscrimination laws whose enforcement the Supreme Court curtailed in its 1984 *Grove City v. Bell* decision.... Rejecting Reagan Administration proposals, the House Budget Committee adopts a $1 trillion budget resolution that includes a $2.2 billion increase in the education expenditure ceiling.... About 50 university and college presidents come to Washington to lobby against Reagan Administration proposals for major cutbacks in the education budget.

May: A General Accounting Office report states that needy students would receive less financial aid if proposed Reagan Administration budget cuts are implemented.... The Senate approves a budget resolution that increases the ceiling for educational programs by $1.6 billion.... Police break up demonstrations on white South African campuses protesting the killing of Black railway workers in Johannesburg and a South African military incursion into Zambia. Three campuses close in protest during national elections.... The Senate Labor and Human Resources Committee reports the Civil Rights Restoration Act of 1987 to the Senate floor.

June: The House and Senate adopt a compromise budget resolution under which all education programs would receive inflation increases, and the Pell Grant, SEOG, Work-Study, and TRIO programs would receive real growth increases. The resolution holds defense expenditures to FY87 levels unless the President accepts a tax increase.... Reports circulate that Secretary of Education William Bennett will end his support of massive budgetary cutbacks for education.... President Reagan signs the Higher Education Technical Amendments Act of 1987, making changes in the student aid programs authorized under the Higher Education Act of 1965. Significant changes had previously been made under the Higher Education Amendments of 1986.... Congressional hearings are held on possible revisions of the tax law on college and university business activities.... The Supreme Court overturns a Louisiana law requiring public schools to give equal treatment to evolution and "creation science."... AAUP censures the administrations of Southern Nazarene University (Oklahoma), Morgan State University (Maryland), the Catholic University of Puerto Rico, and Husson College (Maine) for violations of the 1940 Statement of Principles on Academic Freedom and Tenure.

Southern University (Louisiana), Tennessee Wesleyan College, McKendree College (Illinois), Goucher College (Maryland), Morehead State University (Kentucky), and Clark College are removed from the censured list.

July: Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, former chancellor of the State University of New York, and former U.S. Commissioner of Education, receives the NEA Friend of Education Award at the 1987 NEA Representative Assembly. Delegates hear news that NEA higher education membership is up 3,300 over the past year to over 70,000. A report issued at the Assembly indicates that, for the first time, a majority of American public school teachers holds advanced degrees.... At a special convention of the NCAA called by its presidents' commission, delegates reject presidents' commission proposals aimed at reducing athletic expenses.... President Reagan's nomination of Robert Bork as an associate justice on the U.S. Supreme Court elicits strong opposition in the higher education community. At its Representative Assembly, NEA adopts a resolution opposing his confirmation.... The U.S. Senate approves a trade bill with substantial education provisions, including the repair of college and university facilities and the strengthening of mathematics, science, and language programs.

August: House Appropriations Committee approves $4.5 billion for Pell Grants in FY 1988 as part of an overall $20.6 billion appropriation for all programs administered by the Department of Education. Soon after, the entire House passes an appropriations bill that includes $20.6 billion for FY88 education programs, including increases in most higher education programs.... The South African government warns universities to control student activism.... The Department of Education forecasts a slight decline in college enrollments for the 1987-1988 academic year. It predicts that, for the first time, over 1 million students will graduate from college.

Higher Education Legislation, 1986-1987

Shortly before adjournment, the 99th Congress enacted P.L. 99-592, the Labor and Employment Age Discrimination Act of 1986, which eliminated mandatory retirement at any age. This law exempted tenured professors, along with police and firefighters, keeping their retirement age at 70 until 1994 when the exemption will expire unless extended by Congress. The law also authorized a study of the impact of the elimination of mandatory retirement at age 70 on the higher education community, to be conducted by the Equal Employment Opportunity Commission and the National Academy of Sciences.

Having reauthorized the Higher Education Act in 1986 (P.L. 498), Congress passed P.L. 100-75, the Higher Education Technical Amendments of 1987, designed to make minor changes to the Act. Its provisions are discussed in this section of the *Almanac.*

The 100th Congress addressed several other issues of importance to higher education. In April, the House passed H.R. 5, the 1987 Trade Bill. That version, and the Senate version passed in July would authorize foreign language programs, creation of centers of international business education, high school study abroad programs, mathematics and science programs on all levels of education, and new literacy programs.

In May, the Senate Labor and Human Resources Committee reported the Civil Rights Restoration Act of 1987 to the Senate floor. This Act would reverse the Supreme Court's 1984 decision in *Grove City v. Bell,* which ruled that the prohibition against sex discrimination in Title IX of the Education Amendments of 1972 covers only the particular education program or activity receiving federal financial assistance.

Also in May, Congress approved the "Montgomery G.I. Bill Act," named after Rep. G. V. (Sonny) Montgomery (D-Miss.), Chairman of the House Veterans Affairs Committee, which provides educational benefits for veterans who began active duty or reserve service after June 30, 1985. The program had previously been experimental. It requires participating recruits to complete three years of active service with an honorable discharge to qualify for $300 per month in educational benefits, up to a maximum of $10,800.

In June, hearings were held by the House Ways and Means Committee Oversight Subcommittee on new limitations proposed by the Treasury Department on the business activities of colleges and universities. The proposal would remove the tax exemption from commercial activities heretofore exempted on the grounds that since they existed primarily for the convenience of students, they were related to the institution's primary mission.

In June, hearings were also held on a proposed Universities Research Facilities Revitalization Act, introduced by Robert A. Roe (D-N.J.), Chairman of the House Committee on Science, Space and Technology, which would create a 10-year, $250 million program under the National Science Foundation to renovate or replace obsolete laboratories and other campus research facilities.

The first session of the 100th Congress considered funding of educational programs for fiscal year 1988. The President recommended that the overall funding level for Department of Education programs be $14.0 billion for FY88. This would have been a 30 percent reduction from the current services level estimated for FY88 and 28 percent below the FY87 appropriation. While the President recommended funding increases for compensatory education programs for the educationally disadvantaged, adult education, and the Department of Education's research activities, funding reductions were proposed for virtually all other Department of Education program accounts. Termination of funding was recommended for several programs, including vocational education, campus-based student aid, international education, and libraries. The President also recommended that a total of $2.7 billion be rescinded from the FY87 appropriation for the Department of Education. These proposed rescissions would have eliminated FY87 funding for most relatively small discretionary grant programs, and for large portions of the vocational education program, libraries, and campus-based student aid programs. Congress did not agree to these rescissions.

In addition, many of the President's funding recommendations for FY88 and the estimated savings that would result from these recommendations, assumed that Congress would enact changes in the statutes that authorized funding for these programs. In June, both Houses of Congress agreed to a conference report on the first concurrent resolution of the budget for FY88, which provided for increases in the funding level for most Department of Education programs. In August, the House of Representatives approved an appropriations bill that would fund education programs at $20.6 billion for FY88. The measure included $5.8 billion for student financial aid programs, including $4.5 billion for the Pell Grant program, a $600 million increase over fiscal 1987 that would allow the maximum award to increase from $2,100 to $2,300.

Although Congress had yet to consider funding for a proposed new generation, high-energy particle accelerator, 25 states had submitted bids for it by the deadline in early September. The winning bidder is expected to be announced in July, 1988. The estimated cost is $4.4 billion.

Legislative Actions of the 100th Congress: 1987 (through July 31, 1987)

P.L. 100-15. Designates March 20, 1987 as National Energy Education Day.

P.L. 100-25. Designates April 10, 1987 as Education Day, U.S.A.

P.L. 100-48. The Montgomery G.I. Bill. Provides educational benefits to veterans who began active or reserve duty after June 30, 1985.

P.L. 100-50. Higher Education Technical Amendments of 1987.

P.L. 100-71. Supplemental Appropriations Bill, 1987. Provides 19.4 million in additional FY87 budget authority for selected Education programs and for the transfer of funds among various Education accounts.

SOURCES: Wava Gregory, "Education Legislation in the 100th Congress: A Brief Summary," Congressional Research Service; *Higher Education and National Affairs*; "NEA Briefing Paper on Mandatory Retirement for College and University Professors," and the *Chronicle of Higher Education.*

Tax Reform Act of 1986: Education Provisions

The Tax Reform Act of 1986 (TRA) will have direct and indirect effects on American education. Below: an edited summary of relevant provisions with explanations prepared by Robert Lyke of the Congressional Research Service, Library of Congress.

Revised Tax Rates

The TRA establishes two tax brackets for individual taxpayers by 1988, 15 percent and 28 percent, with 15 percent phased out for taxpayers having taxable incomes above specified levels. For many taxpayers, the new rates will result in lower marginal tax rates. Such lower rates will reduce the value of tax exclusions and deductions, including those that pertain to education. With all other things equal, for example, the exclusion authorized for employer education assistance or the deduction authorized for charitable contributions to educational institutions will result in lower tax savings than under previous law.

Lower tax rates could also result in lower tax liability (though how tax liability is affected also depends upon taxpayer's taxable income, the calculations for which the TRA changes as well). Taxpayers would consequently have more after-tax income, some of which might be spend on education. However, for families with college students, this after-tax income might be partially offset by reductions in student financial assistance under need analysis formulas mandated by the Higher Education Act. These require families with higher after-tax income to make larger contributions to meeting college costs.

The TRA also changes how tax rates apply to the unearned income of minor children. For children under 14 years of age, the tax imposed on "net unearned income" is set equal to the additional tax that their parents would pay if that amount were included in their taxable income. Since parents generally have higher marginal tax rates, this provision eliminates some of the tax advantage previously earned by shifting income-producing assets to children, including savings that might be used for college. The taxation of unearned income of children is also affected by changes the Act makes in personal exemptions and the standard deduction, discussed below.

Personal Exemptions

Under the TRA, the deduction for personal exemptions that may be claimed for taxpayers, spouses, and dependents is increased from $1,080 in 1986 to $1,900 in 1987, $1,950 in 1988, $2,000 in 1989, and $2,000 adjusted for inflation thereafter. The exemption is phased out for taxable incomes above which the 15 percent tax rate is no longer applicable. By itself, the increased personal exemption may result in lower tax liability (though if taxpayers' marginal tax rates have declined, the reduction would not be as great as before), thus leaving taxpayers with more after-tax income, some of which might be spent on education. For families with college students, some of this additional income might be offset by the needs analysis provisions of the Higher Education Act (see Revised Tax Rates, above).

The TRA no longer allows dependent children to claim personal exemptions for themselves on their own tax returns if they can also be claimed as dependents on their parents' return. Previously, exemptions for dependent children could be claimed on both returns, resulting in an extra reduction in tax liability. The additional exemption was of special interest to children with unearned income, who could use it to avoid taxes on such income up to the amount of the exemption, and to high school and college students with earned income, who could use it to avoid taxes on an equivalent amount of such income in excess of the zero bracket amount (defined in the next section).

The Act does not change the provision explicitly permitting parents to continue to claim exemptions for their dependent children once they become 19 years of age, provided the children are full-time students. Because parents generally have higher marginal tax rates than dependent children, continuing their ability to claim such exemptions results in larger tax savings than if the exemptions had been continued only for their children. However, if parents' taxable income is greater than the amount above which personal exemptions are phased out, the provision extending exemptions for students will be of no benefit.

Standard Deduction

The TRA replaces the zero bracket amount (the maximum amount of taxable income on which no tax is imposed for all taxpayers of the same filing status, such as married individuals filing joint returns or heads of households) with a standard deduction (a deduction from adjusted gross income that is identical for all taxpayers at a higher level than the previous zero bracket amount). For married individuals filing joint returns, the zero bracket amount for 1986 was $3,670, while their standard deduction will be $3,760 in 1987, $5,000 in 1988 and $5,000 adjusted for inflation thereafter. By itself, this increase will result in a lower tax liability, with consequences similar to those mentioned previously.

The TRA allows dependent children for whom a personal exemption can be claimed by their parents (as discussed above) to offset up to $500 of unearned income against a standard deduction on their own returns. Previously, no unearned income could be offset against the zero bracket amount in this situation. This change will reduce the tax liability that dependent students have with respect to income on money that they have saved or been given. For such students, this change may partially balance the loss of the personal exemption that they could previously claim on their own returns.

Trusts for Children

The TRA revises the rules for determining when a trust is a grantor trust (a trust in which the grantor retains a statutorily defined interest), or a nongrantor trust (a trust in which the grantor has not retained such an interest). The income of nongrantor trusts generally is taxed to the trusts themselves under a separate rate schedule for trusts and estates, or if the income is distributed to beneficiaries of the trusts, it is taxed to them under the rate schedules for individual taxpayers. In either case, the tax liability on such income has usually been less than if the income were taxed to the grantors, as is the case with grantor trusts.

Under the TRA, all trusts that might revert to grantors or their spouse (with the exception of reversions occurring after the death of beneficiaries who were their children) are considered to be grantor trusts. As a consequence, two types of trusts that a number of parents have established for their children to provide them with funds for college will no longer qualify as non-grantor trusts: "Clifford Trusts" (the income of which commonly goes to the beneificary, with the principal reverting to the grantor after a period of at least ten years and a day) and "spousal remainder trusts" (the income of which goes to the beneficiary, with the principal reverting to the grantor's spouse).

The TRA of 1986 also changes the tax rates for trusts. In 1988, the taxable income of nongrantor trusts that is not distributed to beneficiaries will be taxed at 15 percent for the first $5,000 and 28 percent for amounts over $5,000, with the 15 percent rate phased out for trusts with income above a certain level. The 28 percent rate will apply to a lower level of taxable income than it will for individuals (for single individuals other than surviving spouses and heads of households, that level will be $17,850 in 1988). Thus, if the income of trusts were distributed to beneficiaries 14 years of age or older who are such individuals, it might be taxed at a lower rate. In addition, part might be offset against the beneficiaries' standard deduction, which is not applicable to trusts. However, if the beneficiaries were under 14 years of age, the tax would be equal to the additional tax that their parents would pay if the amount considered to be net unearned income were included in their taxable income. The tax rates for their parents would generally, but not always, be higher.

Scholarships and Fellowships

Under the TRA, scholarships and fellowships are included in taxpayers' gross income, except for amounts that degree candidates are required to use for tuition, fees, books, supplies, and equipment required for courses. Previously scholarships and fellowships for degree candidates generally were excluded from gross income, though for people who are not candidates for degrees the exclusion was limited to $300 a month, up to a lifetime maximum of 36 months, plus amounts for related incidental expenses.

The TRA maintains the general rule that scholarships and fellowships cannot be excluded from gross income if they represent payment for teaching, research, or other services required as a condition for receiving such amounts. In addition, it terminates the exception permitting an exclusion if such services are required of all candidates for a particular degree.

Tuition Reduction

The TRA maintains an exclusion from gross income of tuition reduction provided to employees of educational institutions for their own education or that of their spouse or dependent children. The Act also extends for two years, retroactive to the beginning of 1986, a provision permitting the exclusion for graduate education. Qualifying tuition reduction cannot represent payment for teaching, research, or other services required as a condition of receiving such amounts (that is, it must be a general fringe benefit, not quid pro quo compensation for work).

To qualify for exclusion, tuition reduction must meet the new statutory standards generally applicable to fringe benefits. There must be a written plan. The plan must be for the exclusive benefit of employees and be intended to be permanent. Employees must be given reasonable notice of the plan's benefits, and their rights must be legally enforceable. The Act does not require that tuition reduction plans comply with new comprehensive nondiscrimination rules generally applying to fringe benefits, though it does prohibit discrimination in favor of "highly compensated employees," for which there is a new statutory definition.

Retirement Annuities

The TRA continues to allow tax advantages for retirement plans meeting statutory standards and requirements, including tax-sheltered annuities that are used by many public schools and tax-exempt organizations (known as "403(b) plans"). For tax-sheltered annuities, however, as for other retirement plans, the Act changes many of the standards and requirements in order to establish more uniform rules.

The Act sets a limit on elective deferrals that may be taken under 403(b) plans. Such deferrals permit employees to exclude from their gross income the contributions they request their employers to make on their behalf to annuity contracts. (Because the sums are later included in the annuity distributions, which are taxable, they are technically deferrals rather than exclusions.) Under the Act, the annual limit on elective deferrals for 403(b) plans is set at $9,500, less whatever elective deferrals the employee makes in other retirement plans. Additional amounts may be deferred by employees who have completed 15 years of service. This new limit applies only to employee contributions and does not supersede the previously-existing statutory limits for total employer and employee contributions.

The TRA brings 403(b) plans under new uniform rules pertaining to distributions. After 1988, minimum distributions must begin no later than April 1 following the calendar year in which the participant reaches the age of 70 1/2. Amounts to be distributed will be determined through regulations. Underpayments in any year will be subject to an excise tax of 50 percent. Previously 403(b) plans were not covered by minimum distribution requirements (except for distributions after the death of the participant), though the plans themselves may have adopted some.

After 1988, early distributions of elective deferrals and the earnings on them will be prohibited before the participant reaches the age of 59½, except in the case of death, disability, separation from service, or hardship (in the latter case, only elective deferrals, not the earnings on them, may be distributed). While early distributions of employer contributions are permitted, with some exceptions they will be subject to an additional tax equal to 10 percent of the amount includable in gross income. The additional tax will not apply if the participant has reached the age of 59½, nor in cases of death, disability, certain medical expenses, separation from service if the employee is 55 years of age or older and qualified for early retirement, payments to others pursuant to domestic relations orders, or when payment is by life annuity. Previously, there were no restrictions on early distributions for 403(b) plans (except for certain custodial accounts invested in mutual funds), though some may have been adopted by the plans themselves.

Under the TRA, 403(b) plan distributions become subject to taxation only when they are actually received. Previously, under a rule of constructive receipt, they could be included in participants' gross income when they were made available. The distributions also are subject to the Act's new basis recovery rules applying to all annuities for which there were after-tax contributions. Under these rules, amounts received as annuity payments generally are treated as partially taxable and partially nontaxable, depending upon the proportion such contributions are of total expected payments. The Act terminates the previous 3-year basis recovery rule. Distributions taken as lump-sum payments rather than annuities are taxed as ordinary income, as previously; they are not eligible for income averaging.

Finally, the TRA brings 403(b) plans under newly revised nondiscrimination rules similar to those applying to other tax-advantaged retirement plans. Previously, 403(b) plans were not subject to such rules. To begin with, nonelective and matching employer contributions of 403(b) plans (that is, contributions other than employees' elective deferrals) must meet one of three minimum coverage tests to ensure that the plan does not discriminate in favor of "highly compensated employees":

- a percentage test (a plan must benefit at least 70 percent of all employees who are not highly compensated).
- a ratio test (a plan must benefit a percentage of non-highly compensated employees, that is at least 70 percent of the percentage of highly compensated employees who benefit).
- an "average benefits test" (the classification of employees covered by the plan must not discriminate in favor of the highly compensated, taking into account the facts and circumstances of the case, and the average contributions or benefits for non-highly

compensated employees, expressed as a percentage of compensation, must be at least 70 percent of those for the highly compensated).

In addition, nonelective and matching employer contributions must meet a minimum participation requirement that the plan benefit at least 50 employees or 40 percent of all employees, whichever is less. Moreover, the contributions must not provide benefits that discriminate in favor of highly compensated employees. In determining whether 403(b) plans meet the above requirements, they may sometimes be aggregated with other qualified retirement plans maintained by the employer. In some cases, employer-provided Social Security contributions may be taken into consideration under newly revised "integration" rules. Certain employees may sometimes be excluded, such as employees not meeting minimum age or service requirements, employees in units covered by collective bargaining agreements (if there is evidence that retirement plans were the subject of good faith bargaining), and students who work less than 20 hours a week.

The TRA also establishes nondiscrimination rules with respect to elective deferrals of 403(b) plans. If such deferrals are permitted, all employees (aside from one participating in certain other plans, nonresident aliens, and students working less than 20 hours a week) must be given the option of making them. Only a small minimum contribution may be required.

Employer Education Assistance

The TRA reauthorizes for two years the exclusion from gross income of employer educational assistance. The authorization is made retroactive to January 1, 1986. The maximum amount of assistance that can be excluded is increased from $5,000 to $5,250.

To qualify for exclusion, employer educational assistance must comply with new rules pertaining to written plans for fringe benefits generally. (See requirements under tuition reduction plans, above.) Employers may elect to have their educational assistance programs comply with the new comprehensive nondiscrimination rules. Whether they do so or not, the Act prohibits discrimination in favor of "highly compensated employees."

Cafeteria Plans

Under the TRA, cafeteria plans for employees of educational institutions may include an option for post-retirement life insurance coverage. (Under a cafeteria plan, employees may choose among options of cash and qualified fringe benefits, or just qualified fringe benefits, offered by their employer.) In general, such plans may not include options providing for deferred compensation. All contributions for the insurance must be made before retirement. The insurance may not have cash surrender value at any time.

Faculty Housing

The TRA provides that the rental value of housing on or near campus that educational institutions furnish their employees is to be treated for federal tax purposes as not greater than either 5 percent of the housing's appraised value or the average rental paid for comparable housing the institution makes available to people other than its employees or students, whichever is less. In general, gross income of employees includes the rental value, less any amount that the employees pay, of housing that the employer furnishes. (An exception to this rule allows the entire rental value to be excluded if the housing is furnished for the convenience of the employer, if it is on the employer's business premises, and if the employee is required to live in it as a condition of employment.) This provision thus sets an upper limit to rental values for purposes of determining if employees must include in their income some portion of the housing benefit they receive.

Targeted Jobs Credit

The TRA extends for three years the tax credit employers may receive for hiring members of specified difficult-to-employ groups, including people referred from vocational rehabilitation programs and youth participation in cooperative education programs. The extension is made retroactive to January 1, 1986.

The Act reduces the credit from 50 percent to 40 percent of the first $6,000 of wages paid during the first year. (For summer youth employees, the credit is maintained at 85 percent of the first $3,000 of wages.) No credit will be available for the second year. The minimum period of employment needed to obtain the credit is set at 90 days or 120 hours (for summer youth employees, 14 day or 20 hours).

State and Local Sales Tax Expense

The TRA terminates the itemized deduction that previously could be claimed for the payment or accrual of state or local sales taxes. Terminating the deduction raises the after-federal tax cost of sales taxes for taxpayers who itemize. Consequently, it may be more difficult for states and municipalities to raise sales tax rates to gain additional revenue, including funds that could be used for education.

To some extent, the effect of the termination will be offset by the reduction in tax rates under the Act. As mentioned above, for taxpayers who itemize the lower rates will result in smaller tax savings from deductions than previously.

Interest Expense

The TRA terminates, with a few exceptions, the itemized deduction for interest payments for what are considered personal expenditures, including student and other educational loans. One important exception is interest on debt secured by one's principal or second residence, which may be deducted up to the cost basis of the residence (essentially, the sum of the original cost plus the cost of improvements) or, for educational or medical loans, up to the residence's fair market value. No interest can be deducted for debt that exceeds fair market value.

For interest to be deductible, education loans must be for qualified expenses of the taxpayer or the taxpayer's spouse or dependent. Qualified expenses include only those for which tax-exempt scholarships may be used (tuition, fees, books, supplies, and equipment required for courses) and "reasonable living expenses while away from home."

To some extent, the effect of the termination will be offset by the reduction in tax rates under the Act. For taxpayers who itemize, as discussed above, the lower rates will result in smaller tax savings from deductions than before.

Professional Expenses

With several exceptions, deductions for professional expenses are permitted under the TRA only if they are itemized and only to the extent that their sum, when combined with other miscellaneous itemized deductions, exceeds 2 percent of the taxpayer's adjusted gross income. Previously, certain transportation and travel expenses related to employment could be deducted even if the taxpayer did not itemize, while other professional expenses could be deducted without being subject to a floor. Among professional expenses of special interest to educators are amounts spent for books, journal subscriptions, unreimbursed travel expenses, membership fees, and depreciation on personal computers, typewriters, and other equipment. (As many of these items can be for personal as well as professional use, deductions for them must meet various mixed-use tests.) In addition, professional expenses can include tuition and other education fees if they were required or needed for one's present employment, trade, or business. The TRA prohibits any deduction for travel as a form of education.

Because of the reduction in tax rates under the Act, taxpayers generally will obtain smaller tax-savings than previously from whatever professional expenses they are able to deduct.

Charitable Contributions

Under the TRA, charitable contributions from taxpayers who itemize generally are deductible as before. For taxpayers having lower marginal tax rates from the Act, however, the deductions for such contributions will result in smaller tax savings. By itself, this may reduce the financial incentive for some people to make donations to schools and colleges. On the other hand, the revised tax rates and other changes might result in higher after-tax income, enabling some people to make larger donations.

The TRA provides that taxpayers making donations of appreciated property (generally, property the fair market value of which is greater than the cost at which it was acquired) must add their net unrealized gain on donated property to their income to determine their liability to pay the alternative minimum tax. For individuals and corporations subject to the minimum tax, such an addition, known as a tax preference, would eliminate much of the tax savings they would otherwise have realized by deducting the full appreciated value of the contributed property. Many large donations to colleges and universities consist of appreciated property.

The TRA did not extend beyond 1986 the deduction for charitable contributions that could be claimed by taxpayers who do not itemize. While the maximum deduction one could claim was subject to special limitations prior to 1986, the deduction may have given some people, such as young college alumni, an incentive to begin making regular contributions. It is anticipated that the TRA will increase the proportion of taxpayers who do not itemize.

Finally, the Act adds tax-exempt scientific research organizations to the category of institutions eligible to receive donations of newly manufactured scientific equipment for which an augmented deduction is authorized. Previously, only colleges and universities were eligible recipients.

Research and Development Credit

The TRA reestablishes through 1988 a tax credit for research and development expenditures of corporations, including expenditures for basic research carried out by colleges and universities. Beginning in 1987, corporations making such expenditures at colleges and universities are eligible for a new "basic research" credit that is distinct from the regular "research" credit available for their other research expenditures. The new basic research credit is equal to 20 percent of qualifying payments (including grants and contributions as well as contracts) in excess of a "minimum basic research amount" (based upon past research expenditures during a specific three-year base period), plus a "maintenance-of-effort" amount (based upon past nondesignated donations during that same base period). As base period expenditures are fixed under this formula, corporations may take into consideration the full amount of additional basic research expenditures they make in subsequent years.

In contrast, the revised regular "research" credit is equal to 20 percent of qualifying research expenditures in excess of a moving average of such expenditures for the three preceding past years. Under this formula, the three-year average increases as research expenditures increase, reducing the amount of additional research expenditures that are counted for the credit. (Prior to the TRA, the regular research credit was equal to 25 percent of qualifying research expenditures. While corporations counted basic research expenditures at colleges and universities towards this sum, they could consider only 65 percent of their contract expenditures and none of their grants or contributions.)

Basic research expenditures at colleges and universities not taken into account for the new "basic research" credit (because they do not exceed the base period floor) may be counted for purposes of calculating the revised "research" credit. Under the TRA, credits for research expenditures are subject to general limits on business tax credits.

Tax-Exempt Bonds

With several exceptions, the TRA maintains the exclusion from gross income of interest earned on certain state and local obligations. Included among these obligations are three classifications of bonds pertaining to education: state and local governmental bonds (issued among other things to finance construction of public schools and colleges) and two types of qualified "private activity" bonds, nonprofit organization (or 501(c)(3) bonds (issued to finance construction at private colleges and universities and hospitals), and student loan bonds (issued primarily to provide capital for loans made under U.S. Department of Education programs). One exception made by the TRA is that interest on certain private activity bonds, including student loan but not 501(c)(3) bonds, must be added to taxpayers' income to determine their liability to pay the alternative minimum tax. For individuals and corporations subject to the alternative minimum tax, such an addition, known as a tax preference, will eliminate much of the tax savings they previously would have realized by investing in these bonds.

Another exception the Act makes is that corporations must include the interest on nearly all tax-exempt bonds in calculating a new alternative minimum tax preference based upon their book income.

The TRA establishes more stringent rules for determining whether obligations issued by state or local governments are governmental bonds or private activity bonds. Interest on the former is tax-exempt, provided they comply with some minimum requirements, and there are no volume limitations on the bonds that can be issued. In contrast, interest on private activity bonds is not tax-exempt unless the bonds can be classified as "qualified" and also comply with additional standards and volume limitations.

1987 Higher Education Technical Amendments

The Higher Education Technical Amendments Act of 1987 (P.L. 100-50) were designed to clarify and modify student aid provisions in the 1986 Higher Education Amendments (P.L. 99-498). President Reagan signed the Act into law on June 3, 1987. Most provisions were effective as though enacted with the signing of the 1986 law. Below: a summary of the major provisions of the Technical Amendments.

Major Changes Resulting from the Higher Education Technical Amendments Act of 1987 (P.L. 100-50)

A. General Provisions

1. For any student applying for federal assistance from a non-Title IV program, only the portion of Title IV assistance received by the student that is used for tuition and fees (including the costs from rental or purchase of any equipment, materials and supplies), or for books, transportation and miscellaneous personal expenses, will be excluded as income or resources in determining that student's eligibility. Previously, no portion of Title IV assistance (except for Pell grants) received for the costs of attendance could be used as income or resources.

2. A student is now considered "independent" if he or she is a single person with no dependents who was not claimed as a dependent by his or her parents for the two calendar years preceding the award year. The student must also demonstrate self-sufficiency for each of the two years preceding the award year in which the initial Title IV aid will be granted. The student must show annual total resources (except resources from parents) of $4,000 in each of those years. The Amendments permit student financial assistance to be included in demonstrating the $4,000 needed for self-sufficiency under the definition.

3a. The "ability to benefit" provisions of the student eligibility requirements for any Title IV assistance have been altered. Previously, a student who was counseled prior to admission (based on those provisions) would have had no further requirements to meet. Under the Amendments, a student must meet one of three conditions: The student must receive the GED prior to graduation or by the end of the first year of study, whichever is earlier. 2. The student must be counseled before admission and must be enrolled in and successfully complete an institutionally prescribed remedial program not to exceed one academic year or its equivalent. 3. The student must take a nationally recognized, standardized, or industry-developed aptitude test that is subject to criteria developed by the appropriate accrediting association. If the student fails the test, he or she must be enrolled in and successfully complete an institutionally prescribed remedial program not to exceed one academic year or its equivalent.

3b. For periods of enrollment beginning on or after July 1, 1987, a student cannot be simultaneously enrolled in either an elementary or secondary school and be eligible for Title IV, HEA program assistance. This provision previously applied only in the Guaranteed Student Loan Program for students attending proprietary schools.

B. Pell Grant Program

4. No Technical Amendments were made to the Pell Grant program for 1987-88. Minor changes in the family contribution schedule will be effective for the 1988-1989 award year.

C. Income Contingent Loan Program Demonstration Project

5. Colleges may adopt either a fixed or a variable rate for Income Contingent Loans. The interest rate is determined by adding 3 percent to the average of the bond equivalent rates of 91-day Treasury bills auctioned during the calendar quarter ending September 30 preceding the calendar year in which the funds are first disbursed. In the case of a variable rate loan, the rate is changed each succeeding quarter year.

6. Institutions are not required to verify accuracy of data used to determine the eligibility of more than 30 percent of their applicants for each of the Title IV student assistance programs covered by verification regulations in any award year.

D. Paul Douglas Teacher Scholarship Program (formerly the Congressional Teacher Scholarship Program)

7. In addition to changing the program's name, the Amendments prescribe a limit to the interest rate that the Secretary of Education may set for scholarship repayments. The rate may be no higher than the rate made for loans made under Guaranteed Student Loan, PLUS Loans, Supplemental Loans for Students, and Consolidation Loans program. The exception of scholars who are seeking and unable to find full-time employment as teachers is limited to a single period not to exceed 27 months. Previously, there was no limit on the number of periods or length of time for which this deferment could be granted.

E. Supplemental Educational Opportunity Grants

8. The Department of Education revised the effective years for institutional matching requirements. SEOG's must consist of federal and institutional funds after July 1, 1989 instead of July 1, 1988. The federal share may not exceed 95 percent in 1989-90, 90 percent in 1990-91, and 85 percent in 1991-92.

F. Work-Study Programs

9. The Technical Amendments remove the requirement that an institution must provide assurance that it would continue to operate its Job Location and Development Program.

G. Perkins Loans

10. Institutions are now required to provide annual, rather than semi-annual, reports of the total number of loans in default.

11. Lending institutions are no longer required to disclose a borrower's projected indebtedness and estimated monthly payments based on a four- or five-year college career. However, they must continue to provide a statement of the total cumulative balance owed by the student.

12. Internship deferments are expanded to include all those serving in an internship or residency program leading to a degree or certificate, not only those for whom an internship was necessary for professional recognition required to begin practice or service.

H. Guaranteed Student Loan (GSL), Supplemental Loans for Students (SLS), PLUS, and Consolidation Loan Programs

13. The unpaid principal amount for all undergraduate SLS and student PLUS loans is no longer included in the aggregate maximum outstanding loan amounts.

14. Available deferments for GSL and SLS borrowers: Periods of full-time study at a participating school, study under an eligible graduate fellowship program, study under a rehabilitation training program for disabled individuals. 36 month maximum: active duty service in the Armed Forces or service in the Commissioned Corps of the U.S. Public Health Service; full-time ACTION volunteer; tax-exempt organization volunteer; temporarily totally disabled or caring for dependent who is temporarily totally disabled. 24 months: service in an eligible internship program, conscientiously seeking, but unable to find full-time employment. Six months: pregnancy, care of new born or adopted child. Other deferments are available to those with no outstanding GSL, PLUS, SLS, or Consolidation loans at time of borrowing.

15. The variable interest rate for PLUS and SLS programs applies to loans for which the first disbursement is made after July 1, 1987. The rate is calculated by adding 3.25 percent to the bond equivalent rate of 52-week Treasury Bills auctioned at the final auction prior to June 1 of each year. The rate for 1987-88 is 10.27 percent.

16. Eligibility for SLS loans is extended to include dependent undergraduate students when extenuating circumstances preclude the student's parents from borrowing under the PLUS program, and when the student's family is otherwise unable to provide its expected family contribution.

17. Deferments available to parent PLUS borrowers have been expanded.

18. All defaulted loans, meeting other statutory eligibility criteria, held by a guarantee agency are eligible for rehabilitation.

19. The definition of an "Institution of Higher Education" for purposes of this program is modified to include hospitals or health care facilities that offer at least a one-year training program leading to a degree or certificate for graduates of accredited health professions programs.

20. Under the Technical Amendments, in addition to the borrower, the school (on behalf of the borrower) may submit the

loan application to the lender. The borrower must clearly indicate a choice of lender on the application.

21. Under the 1986 Higher Education Amendments, a student was required to be enrolled or accepted for enrollment in a degree or certificate program to be eligible for a GSL or SLS loan. The Technical Amendments permit an otherwise eligible student to obtain loans for one 12-month period during which the student is enrolled in a course of study that the institution has determined is necessary in order for the student to enroll in a program leading to a degree or certificate.

SOURCE: "Major Changes Resulting From the Higher Education Technical Amendments of 1987 (P.L. 100-50)," United States Department of Education.

Supreme Court Decisions: 1986-1987 Term

Below is a list of 1986-1987 term United States Supreme Court decisions relevant to higher education.

Case	Vote	Ruling
California Federal Savings and Loan *v.* Guerra (55 USLW 4077)	6-3	Upheld a California law requiring employers to give pregnant mothers unpaid disability leave and reinstatement.
Church of Jesus Christ of Latter Day Saints *v.* Amos (55 USLW 5005)	9-0	Said religious institutions may refuse to hire people of other faiths, even for nonreligious jobs, under an exemption contained in Title VII of the 1964 Civil Rights Act, which bars discrimination based on religion and other factors.
Edwards *v.* Aguillard (55 USLW 4860)	7-2	Ruled unconstitutional a Louisiana law requiring balanced treatment of creationism in schools that teach evolution theory, saying the law would constitute improper government support of religion in the public schools.
Goodman *v.* Lukens Steel Co. (55 USLW 4881)	6-3	Upheld a lower court ruling that a union violated federal civil rights laws when it failed to challenge discriminatory treatment of blacks by the employer.
Johnson *v.* Transportation Agency Santa Clara County (55 USLW 4379)	6-3	Said California government agency was justified in promoting a woman over a man whose promotion interview score was slightly higher into a job no woman ever had filled in the agency.
North Carolina *v.* Crest Street Community Council (55 USLW 4001)	6-3	Disallowed attorney's fees awards under the 1976 Civil Rights Attorneys Fees Awards Act for cases settled at the administrative level and not resulting in court action to enforce Title VI of the 1964 Civil Rights Act, which bars discrimination based on race, color, or national origin in federally funded programs.

Case	Vote	Ruling
O'Connor *v.* Ortega (55 USLW 4405)	5-4	Ruled that the privacy rights of public employees extend to their offices but that employers can search desks and files without warrants under certain circumstances.
Rankin *v.* McPherson (55 USLW 5019)	5-4	Ruled unconstitutional the firing of a constable's clerk who applauded the 1981 attempted assassination of President Reagan, saying public employer's interest in dismissing the employee did not outweigh her First Amendment free speech rights.
St. Francis College *v.* Al-Khazraji (55 USLW 4626)	9-0	Held that Arabs, Jews, and members of other ethnic groups can legitimately bring race discrimination charges under the 1866 Civil Rights Act because such groups were considered distinct races at the time the civil rights statute was enacted.
Shaare Tefila Congregation *v.* Cobb (55 USLW 4629)		
School Board of Nassau County *v.* Arlene (55 USLW 4245)	7-2	Said a person with a contagious disease may be considered handicapped and is protected from job bias under Section 504 of the 1973 Rehabilitation Act
U.S. *v.* Paradise (55 USLW 4211)	5-4	Upheld a one Black for one white promotion plan for Alabama state troopers as an interim measure to offset discriminatory hiring practices.
U.S. *v.* Stanley (55 USLW 5101)	5-4	Reaffirmed military officers' immunity from damage suits for injuries that subordinates suffer in activities connected with military service. If extended from federal to public officials, the ruling could determine the liability of public universities involved in work for the army, at issue in University of Maryland *v.* Stanley (55 USLW 3871) in which the same serviceman sued university officials for their part in helping the army test LSD on unsuspecting subjects in 1958.
Wimberly *v.* Missouri (55 USLW 4146)	8-0	Upheld a Missouri law under which a teacher or other worker who loses her job because of maternity leave is ineligible for unemployment benefits

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SOURCE: Education Daily, Special Supplement, July 1987.

Recent Growth in Higher Education Enrollment

The following report on recent trends in higher education enrollments was prepared by Phillip Kaufman of the Center for Education Statistics, U.S. Department of Education.

Overview

College education in the United States has grown considerably in the past forty years. Since 1950, enrollment has increased by over 300 percent, while the number of institutions has increased almost 80 percent (U.S. Department of Education, 1986b). During this period the nation's student body has grown increasingly more diverse, with greater numbers of women, minorities, part-time students, and older adults enrolling in colleges and universities.

At the end of the 1970s, however, some analysts saw in the projected decline of the 18- to 24-year-old population evidence for college enrollment declines in the 1980's. As of 1985, these overall enrollment declines have not occurred, and, in fact, college enrollment increased in the early 1980s. This paper examines the factors that have contributed to the increase in college enrollment since 1978, and discusses the possible impact of these factors on future levels of college enrollment. The major findings include:

Trends in Enrollment, 1978-1985

- Enrollment has increased despite declines in the 18- to 24-year-old population.
- The major factor in the enrollment increases since 1978 has been higher enrollment rates for 18-to 24-year-olds.
- The other factor contributing to increases in higher education enrollment in recent years has been increased enrollment by women, particularly those 25 and older.

Implications

- The two factors that kept enrollment high in the late 1970s and early 1980s may be transitory.
- Enrollment rates for women 25 and older may decline as more women attend college prior to the age of 25.
- The enrollment rate for 18- to 24-year-olds may decline as higher proportions of college-age persons come from groups with traditionally lower college-going rates.
- Therefore, while enrollments have remained high in the early 1980s, a decline in the late 1980's and early 1990s may occur.

Data

The data for this analysis come from two sources: the Department of Education's Higher Education General Information Survey (HEGIS) and the Bureau of the Census' Current Population Survey (CPS). In this paper, the data source(s) used are indicated in parentheses at the beginning of each section. The analysis scheme for this paper is based, in part, on a report prepared for the Center for Statistics by Carol Frances (1986) of Washington Resources, Inc.

Although both CPS and HEGIS publish October enrollment data, HEGIS obtains its data from reports submitted by the colleges and universities, while CPS obtains enrollment data as part of a periodic sample survey of households. Therefore, HEGIS is a census of its population while CPS is a sample survey.[1]

CPS collects data on individual students, which makes detailed analyses about student characteristics possible. For example, CPS is the only source of national data on college enrollment by age.[2]

Trends in Enrollment, 1978-1985

Throughout the last decade, many analysts and college administrators expressed concern about enrollment declines in the 1980s. Pointing to the declining population of 18- to 24-year-olds, some analysts predicted decreases of 15 to 20 percent in total enrollment between 1981 and 1995 (Crossland, 1981; Carnegie Council on Policy Studies in Higher Education, 1980).[3] Contrary to the predictions of these analysts, however, while the 18- to 24-year-old population did shrink 1.9 percent between 1978 and 1985, and the 18- to 21-year-old population declined 8.4 percent, total enrollment in higher education increased over 12 percent in that period.

Patterns in college enrollment can be analysed from several perspectives. For example, the total number of 18-year-old women students can be shown as the proportion of all college students or as the proportion of all 18-year-old women. Each comparison tells a slightly different story, and has its own importance. One yields information about the current mix of students on college campuses, while the other indicates the college-going rate for 18-year-old women.

The following sections use both types of comparisons to discuss several factors that have contributed to trends in college enrollment since 1978. Furthermore, in discussing these factors, this paper divides recent trends in college enrollment into two periods, 1978 to 1983 to 1985. During the first period, enrollment rose each year and in the second period, total enrollment declined in 1984 and then increased in 1985.[4]

- Women as a proportion of all college students rose from 49.9 percent in 1978 to 52.9 percent in 1985.
- Women accounted for 63.7 percent of the increase in college attendance between 1978 and 1983.
- Between 1983 and 1985 the number of men enrolled in college decreased 1.7 percent, while the number of women continued to increase.

The increase in women students was the result of a rising proportion of all women 14 and older attending college, from 6.3 to 6.6 percent.[6] At the same time, men's college-going rate was declining, from 7.0 to 6.7. The gap between men's and women's college-going rates had disappeared by 1985.

Age (CPS). Between 1978 and 1985, the number of college students 25 and older increased considerably (Figure 1). This increase was due to growth in the age group, as the large baby-boom cohort grew older, rather than a change in participation rates for persons over 25.

- The number of students 25 and older grew by 22.0 percent between 1978 and 1985, while the number of students 35 and older grew by 27.5 percent.
- Over the 1978-85 period, the college-going rates for each of the age groups over 24 remained constant—about 9 percent for 25- to 29-year-olds, 6 percent for 30- to 34-year-olds, and about 1.5 percent of those 35 and over.

For those 18 to 21, enrollment rates increased between 1978 and 1983. Over that time period the number of 20- to 21-year-old students increased and the number of 18- to 19-year-old students was relatively stable. The population age 18 to 21 *shrank by* almost 9 percent between 1978 and 1985.

- The number of 18- to 21-year-olds enrolled in college increased by 6.3 percent between 1978 and 1985 (Table 1) (U.S. Department of Commerce, 1986).

What some analysts could not foresee in making their predictions of decline in the late 1970s was that the proportion of 18- to 21-year-olds attending college would increase substantially, from 31.9 percent in 1978 to 37.1 percent in 1985. If college-going rates had remained in 1985 what they were in 1978, the decrease in the 18- to 21-year-old population would have resulted in a decrease of more than 700,000 students.

- The increase in the participation rate for 18- to 21-year-olds contributed to college enrollment being almost 330,000 higher in 1985 than it was in 1978.

This increase in college-going rates more than compensated for the reduced size of the 18- to 21-year-old applicant pool.

Age by gender. The increase in college-going rates for 18- to 21-year-olds was greater for women than for men.

- The participation rate for men age 18 to 21 increased 4.8 percentage points, from 32.9 percent to 37.7 percent between 1978 and 1985.
- Women, 18 to 21, increased their college-going rate by 6.4 percentage points (31.1 percent to 37.5 percent).
- If the college-going rate in 1985 for women, age 18 to 21, had been what it was in 1978, college enrollment of 18- to 21-year-olds would have been 490,000 less than it actually was in 1985.

The number of men attending college remained generally constant between 1978 and 1985 across all age groups.[7] Women students increased in almost all age groups, with particularly large increases for those 25 and older.

- Indeed, 49.2 percent of the increase in *total* enrollment between 1978 and 1985 came from women 25 or older.
- This increase in the number of women college students, 25 and older, was due both to growth in the number of women in this age group and an increase in the college-going rate for such women.

Table 1. College enrollment and total population by age category: 1978 to 1985

Age and sex	1978	1979	1980	1981	1982	1983	1984	1985
				(In thousands)				
Population								
18 to 21	16,245	16,835	16,813	16,701	16,533	15,858	15,387	14,883
18 to 24	27,647	29,028	29,259	29,277	29,063	28,580	28,031	27,122
25 and older	123,774	130,613	133,309	135,958	138,911	138,894	141,755	144,389
College enrollment								
Both sexes								
14 and older	11,141	11,380	11,387	12,127	12,308	12,320	12,304	12,524
18 to 21	5,197	5,197	5,356	5,589	5,618	5,435	5,464	5,524
18 to 24	6,995	6,991	7,226	7,575	7,678	7,477	7,591	7,537
25 and older	3,872	4,077	3,910	4,321	4,377	4,583	4,460	4,724
Male								
14 and older	5,580	5,480	5,430	5,825	5,899	6,010	5,989	5,906
18 to 21	2,593	2,533	2,615	2,689	2,722	2,650	2,710	2,740
18 to 24	3,621	3,508	3,604	3,833	3,837	3,815	3,929	3,827
25 and older	1,853	1,843	1,730	1,895	1,950	2,082	1,968	2,025
Female								
14 and older	5,559	5,900	5,957	6,303	6,410	6,310	6,315	6,618
18 to 21	2,604	2,664	2,741	2,900	2,896	2,779	2,754	2,784
18 to 24	3,374	3,483	3,622	3,742	3,841	3,651	3,662	3,710
25 and older	2,019	2,234	2,180	2,426	2,427	2,499	2,492	2,699

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October* (various years) (Current Population Reports, Series P-20), and special tabulations.

Two-year/four-year (HEGIS) and attendance status (CPS). The growth in total enrollment during the late 1970s and early 1980s was concentrated primarily in 2-year institutions. However, enrollment in such institutions has been declining in recent years.

- Enrollment in two-year institutions increased by 18.5 percent between 1978 and 1982, accounting for two-thirds of the expansion of total (head count) enrollment in that period.
- Since 1982, enrollment in two-year institutions has decreased 5.1 percent. Since 1983, the decline in two-year enrollment has accounted for 88.0 percent of the head count enrollment decrease reported by HEGIS.

The proportion of students enrolled part-time remained fairly constant between 1978 and 1985. In 1978, part-time students comprised 29.5 percent of undergraduate students and 35.5 percent of all college students. In 1985, 30.4 percent of undergraduate students and 35.9 percent of all college students were attending part-time.

While the proportion of part-time students has remained unchanged, women now account for a larger share of part-time students than before.

- Women part-time students grew as a proportion of all students—from 16.4 percent of undergraduate students and 31.7 percent of graduate students in 1978 to 18.4 percent of undergraduate students and 32.7 percent of graduate students in 1985.
- The proportion of men attending part-time actually decreased over the same period.

Implications

Analysts' predictions in the late 1970s of declining college enrollment in the early 1980s proved to be unfounded. Despite a shrinking 18- to 24-year old population, a continuing increase in the number of older women students and a rise in the college-going rate of 18- to 24-year-olds contributed to a growth in college enrollment during the first half of the 1980s. However, the expansion in enrollment since 1978 may only have postponed an eventual downturn.

Decline is likely to come, but somewhat later and less severe than had been originally predicted. Center for Statistics' projections of future enrollment predict moderate enrollment declines in the future.[8] Overall head count enrollment levels are projected to be only about six percent lower in 1992 than they were in 1985 rather than the drastic decrease earlier predicted by some observers. Since all of the projected decline is in full-time students, full-time-equivalent enrollment could drop faster than total head count enrollment (full-time plus part-time enrollment) (U.S. Department of Education, 1985).

This paper has outlined national trends in enrollment, but the coming enrollment decline will not be evenly distributed across institutional types or across regions of the country. These enrollment declines, although moderate at the national level, could be quite severe within certain types of institutions (Leslie & Conrad, 1985).

- Prestigious institutions with large applicant pools and low-cost community colleges might experience little if any decline, while other types of institutions could suffer considerable enrollment losses.
- Enrollment patterns at individual institutions will be affected by institutional characteristics, such as location, the nature and extent of competition from neighboring and similar institutions, and the types of programs offered.

As Frances (1981) has pointed out, the impact of decline on individual institutions may depend on how those institutions are currently planning for the future.

Nevertheless, overall decline in college enrollment appears likely for several reasons.

- The full impact of the declining population of 18- to 24-year-olds has not yet been felt; the number of persons 18- to 24-years-old will continue to decline through 1996 (U.S. Department of Education, 1985).
- For a variety of reasons, the two factors that sustained enrollments in the early 1980s and that offset the decline in the 18- to 24-year-old applicant pool—increases in the number of women students, especially older women students, and higher participation rates among younger students—may be transitory.

Older women students. As outlined above, part of the increased college enrollment in the 1980s came from increases in the number of women students over 25. However, the phenomenon of large numbers of older female students may be a temporary one. Many of the women who enrolled in higher education in their late 20s and 30s in the early 1980s had chosen not to attend college in the 1970s, when they were the traditional age (18 to 24) to attend college. Enrollment rates for women 18 to 24 in the 1970's were 3 to 5 percentage points lower than they are now.[9] With more young women today choosing to attend college in their early 20s, there should be fewer women in this cohort who have not already attended college by the time they are 25. Attendance rates for older women may consequently decline in the future.

Eighteen- to 24-year-olds. Another major factor contributing to the enrollment increases in the early 1980s was higher enrollment rates for the traditional college-age population than in the 1970s. Those higher rates may not persist in the future.

Historically, college attendance rates for whites have been substantially above those for Blacks and Hispanics (U.S. Department of Education, 1986a, indicator 2:9). One reason for lower college attendance rates among Blacks and Hispanics is the relatively smaller pools of potential college students due to lower high school graduation rates. For example, in 1984, for those age 18 to 24, the proportions of high school graduates were 10 to 20 percentage points lower for Blacks and Hispanics than for whites. In addition, college-going rates for Black and Hispanic high school graduates are lower than those for white high school graduates (Table 2).

The number of both Hispanics and Blacks, age 14 to 34, enrolled in college increased between 1978 and 1984—by 39.0 and 11.6 percent respectively, while total enrollment of those 14 to 34 grew by 10.4 percent. During the period, Hispanics increased as a proportion of all college students from 3.8 to 4.8 percent. Since Black enrollment grew at approximately the same rate as total enrollment, the proportions of Black students, age 14 to 34, in 1978 and 1984 were about the same—10.4 and 10.5 percent respectively (U.S. Department of Commerce, 1985).

In addition, since the number of Black and Hispanic students, age 18 to 21, grew at about the same rate as the Black and Hispanic population, age 18 to 21, Black and Hispanic college-going rates for this age group have remained essentially the same since 1978, around 25 percent for Blacks and 23 percent for Hispanics (Department of Commerce, 1985).[10] The increase in enrollment rates for all 18- to 21-year-olds in this period was due to increased participation by whites.

In the future, an increasing share of the college-age population will be comprised of persons from minority groups (Hodgkinson, 1985 and 1986). Whether the changing racial/ethnic composition of the college-age population will result in any decline in enrollment will depend on future enrollment trends for Blacks and Hispanics. Recent evidence does not suggest increases in the college-going rates for Blacks and Hispanics, despite recent growth in high school graduation rates for these groups (U.S. Department of Commerce, 1985). If current patterns persist, the national college-going rate may decline for all 18- to 24-year-olds, as Blacks and Hispanics comprise a larger proportion of that age group.[11]

Notes

[1] The estimates of college enrollment reported by HEGIS include all persons currently enrolled in college. CPS estimates of college enrollment exclude all members of the military. HEGIS enrollment counts are generally 100,000 more than CPS.

[2] The Center for Education Statistics has periodically published HEGIS data disaggregated by age. These estimates are derived by projecting CPS age distributions on HEGIS enrollment figures. HEGIS does not directly collect age data.

[3] Some analysts at the time, anticipating an increase in the enrollment of older students, predicted no such decline in overall enrollment (Bowen, 1980). Furthermore, some of the projections (the intermediate and high alternative projections) by the National Center for Education Statistics in 1980 (U.S. Department of Education, 1980) predicted a continued increase in college enrollment in the early 1980s and a decrease after 1983.

[4] While CPS and HEGIS enrollment estimates are consistent in showing enrollment decline in 1984 and an increase in 1985, none of the enrollment changes recorded in CPS between 1983 and 1985 are statistically significant.

[5] College or higher education enrollment, as defined in this report, includes persons attending a 4-year or 2-year college, university or professional school (such as medical or law school), in courses that may advance the student toward a recognized college or university degree. Attendance may be either full-time or part-time, undergraduate or graduate.

[6] College enrollment rates are computed as the ratio of persons enrolled in college (either full-time or part-time) to the number of persons in the civilian (noninstitutional) population. Thus the college enrollment rate for a particular age group can be altered by a change in either the numerator or the denominator. For example, if the number of college-age men who enter the Armed Forces declines, the denominator (the number of civilians) of the fraction would increase and the college enrollment rate would decrease. Participation rates reported here are based on the civilian (noninstitutional) population.

[7] Overall the number of men aged 14 and older enrolled in college significantly increased between 1978 and 1985. However, none of the increases within age groups were statistically significant.

[8] The discussion of projected enrollment is based on actual enrollment through 1982 and projected enrollment (under the CS intermediate alternative) from 1983 to 1992. The projections are based on 1982 data.

[9] Peng and Fetters (1978) showed that female enrollment rates actually decreased during the period 1961 to 1972.

[10] Not only do minorities (with the exception of Asians) have lower enrollment rates, they also have higher attrition rates (Carroll, 1985).

[11] However, the trends at subnational levels-regions, states, and individual institutions, may be quite different, depending upon the racial/ethnic composition of the applicant pool. In states with stable proportions of Blacks and Hispanics, recent increases in the high school graduation rates for Blacks and Hispanics may *increase* the college-going rates for some younger age groups.

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Academic Freedom: Censured Administrations

The following is a list of administrations that have been censured by the American Association of University Professors for violations of the 1940 Statement of Principles on Academic Freedom and Tenure. *The NEA is an endorser of the 1940 Statement. Censure is not visited upon the entire institution or upon the faculty, but specifically upon the present administration. The term "administration" includes the administrative officers and the governing board of the institution.*

Censured Administrations (1)

South Dakota State Colleges and Universities under South Dakota Board of Regents (2)	1962
Grove City College, Pa.	1963
University of the Ozarks, Ark. (3)	1964
Nebraska State Colleges (4)	1965
Amarillo College, Tex.	1968
Frank Phillips College, Tex.	1969
Central State University, Okla.	1969
Southern Arkansas University	1971
Onondaga Community College, N.Y.	1972
Colorado School of Mines	1973
Rider College, N.J.	1973
Camden County College, N.J.	1974
Virginia Community College System	1975
Concordia Seminary, Mo.	1975
Houston Baptist University	1975
Murray State University, Ky.	1976
Blinn College, Tex.	1976
Marquette University, Wisc.	1976
University of Osteopathic Medicine and Health Sciences, Ia.	1977
Wilkes College, Pa.	1977

State University of New York	1977
University of Detroit	1978
Phillips County Community College, Ark.	1978
University of Maryland	1978
University of Texas of the Permian Basin	1979
Wingate College, N.C.	1979
Olivet College, Mich.	1980
Nichols College, Mass.	1980
Bridgewater State College, Mass.	1981
Yeshiva University, N.Y.	1982
Eastern Oregon State College	1982
University of Idaho	1983
Sonoma State University, Calif.	1983
Auburn University, Ala.	1983
American International College, Mass.	1983
Illinois College of Optometry	1984
Metropolitan Community Colleges, Mo.	1984
University of Northern Colorado	1984
Westminster College of Salt Lake City, Utah	1985
Southwestern Adventist College, Tex.	1985
Temple University, Pa.	1985
Oklahoma College of Osteopathic Medicine and Surgery	1985
Talladega College, Ala.	1986
Southern Nazarene University, Okla.	1987
Morgan State University, Md.	1987
The Catholic University of Puerto Rico	1987
Husson College, Me.	1987

SOURCE: "Censured Administrations," *Academe* (July-August, 1987), p. 2.

1. The 1940 *Statement of Principles on Academic Freedom and Tenure* may be found in the January-February, 1986 issue of *Academe*.

2. Censure was voted specifically on the South Dakota Board of Regents, with respect to a case which occurred at South Dakota State University. Censure was not directed against the local or central administrative officers. The Regents also have sole responsibility with respect to a case which occurred in 1966 at Northern State College.

3. Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.

4. Censure was voted specifically on the Board of Trustees of the Nebraska State Colleges, with respect to a case which occurred at Wayne State College. Censure was not directed against the local or administrative officers.

NAIA and NCAA Team Competition Winners

Below are the results of all NAIA and NCAA team competitions during the 1986-1987 seasons. Note that several NCAA divisions do not have championship competitions.

National Association of Intercollegiate Athletics

1986-1987 Team Champions

	Men	Women
Baseball	Lewis-Clark, Idaho	
Basketball	Washburn, Kan.	S.W. Oklahoma State., Okla.
Cross Country	Adams State, Colo. Western State, Colo.	Univ. of Wisc., Parkside
Football		
Division I	Carson-Newman, Tenn.	
Division II	Linfield, Ore.	
Golf	Huntingdon, Ala.	
Gymnastics		Winona State, Minn.
Soccer	Sangamon State, Ill.	St. Mary's, Calif.
Softball		Kearney State, Nebr.
Swim. and Diving	Central Washington, Wash.	Univ. of Wisc., Eau Claire
Tennis	Auburn Univ.-Montgomery, Ala.	Flagler, Fla.
Track and Field		
Indoor	Wayland Baptist, Tex.	Prairie View A & M, Tex.
Outdoor	Azusa Pacific, Calif.	Prairie View A & M, Tex.
Volleyball		Brigham Young, Hawaii
Wrestling	Central State, Okla.	

SOURCE: Office of Communications, National Association of Intercollegiate Athletics, Kansas City, Mo.

National Collegiate Athletic Association

1986-1987 Team Champions

	Men	Women
Baseball		
Division I	Stanford, Calif.	
Division II	Troy State, Ala.	
Division III	Monclair State, N.J.	
Basketball		
Division I	Indiana Univ.	Univ. of Tennessee
Division II	Kentucky Wesleyan	Univ. of New Haven, Conn.
Division III	North Park Coll., Ill.	Univ of Wisc.-Stevens Point
Cross Country		
Division I	Univ. of Arkansas, Fayetteville	Univ. of Texas, Austin
Division II	Edinboro Univ. of Pa.	Calif. State Poly., Calif.
Division III	Coll. of St. Thomas, Minn.	Coll. of St. Thomas, Minn.
Fencing	Columbia, N.Y.	Univ. of Notre Dame, Ind.
Field Hockey		
Division I	Univ. of Iowa	
Division III	Salisbury State, Md.	
Football		
Division I-AA	Georgia Southern, Ga.	
Division II	North Dakota State, N.D.	
Division III	Augustana, Ill.	
Golf		San Jose State, Calif.
Division I	Oklahoma State	
Division II	Univ. of Tampa, Fla.	
Division III	Calif. State, Stanislaus, Calif.	
Gymnastics	U.C.L.A., Calif.	Univ. of Georgia
Ice Hockey		
Division I	Univ. of North Dakota	
Division III	Plattsburgh State, N.Y.	
Lacrosse		Penn. State
Division I	Johns Hopkins, Md.	
Division III	Hobart, N.Y.	Trenton State, N.J.
Rifle (Men's and Women's)	Murray State Univ., Ky.	Murray State Univ., Ky.
Skiing (Men's and Women's)	Univ. of Utah	Univ. of Utah
Soccer		Univ. of North Carolina
Division I	Duke Univ., N.C.	
Division II	Seattle Pacific, Wash.	
Division III	Univ. of North Carolina, Greensboro, N.C.	Univ. of Rochester, N.Y.

	Men	Women
Softball		
Division I		Texas A & M
Division II		Calif. State, Northridge, Calif.
Division III		Trenton State, N.J.
Swimming and Diving		
Division I	Stanford, Calif.	Univ. of Texas
Division II	Calif. State, Bakersfield, Calif.	Calif. State, Northridge, Calif.
Division III	Kenyon, Ohio	Kenyon, Ohio
Tennis		
Division I	Univ. of Georgia	Stanford, Calif.
Division II	Chapman, Calif.	S. Illinois, Edwardsville
Division III	Kalamazoo, Mich.	Univ. of Calif., San Diego, Calif.
Track and Field		
Indoor		
Division I	Univ. of Arkansas, Fayetteville	Louisiana State Univ.
Division II	St. Augustine's, N.C.	St. Augustine's, N.C.
Division III	Univ. of Wisconsin, La Crosse	Univ. of Mass., Boston
Outdoor		
Division I	U.C.L.A., Calif.	Louisiana State Univ.
Division II	Abilene Christian, Tex.	Abilene Christian, Tex.
Division III	Frostburg State, Md.	Christopher Newport, Va.
Volleyball	U.C.L.A., Calif.	
Division I		Univ. of the Pacific, Calif.
Division II		Univ. of Calif., Riverside, Calif.
Division III		Univ. of Calif., San Diego, Calif.
Water Polo	Stanford, Calif.	
Wrestling		
Division I	Iowa State, Iowa	
Division II	Calif. State, Bakersfield, Calif.	
Division III	Trenton State, N.J.	

SOURCE: "1986-87 NCAA Team Championships Dates and Sites," *NCAA News* (June 10, 1987), National Collegiate Athletic Association.

Higher Education Books: A Selected Bibliography

This bibliography includes recent titles of particular note. Following the main entries is a list of research reports published by the Educational Resources Information Center (ERIC) and the Association for the Study of Higher Education.

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College Board, *Academic Preparation for College: What Students Need to Know and Be Able to Do* (College Entrance Examination Board, 1983).

College Board, *Equality and Excellence: The Educational Status of Black Americans* (College Entrance Examination Board, 1985).

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Joseph M. Cronin and Sylvia Quarles Simmons, eds., *Student Loans: Risks and Realities* (Dover, Mass., Auburn Publishing House, 1987).

Martin M. Cummings, *The Economics of Research Libraries* (Council on Library Resources, 1986).

Laurent A. Daloz, *Effective Teaching and Mentoring* (Jossey-Bass, 1986).

Joel M. Douglas ed., *The Unionized Professoriate: A Discriminating Appraisal* (National Center for the Study of Collective Bargaining in Higher Education, Bernard Baruch College, New York, 1987).

Charles R. Doty, Developing Occupational Programs (New Directions for Community Colleges, no. 58, Jossey-Bass, 1987).

Arthur Powell Dudden and Russell R. Dymes, *The Fulbright Experience, 1946-1986* (Transaction Books, 1987).

John A. Dunn, Jr., ed., *Enhancing the Management of Fund Raising* (New Directions for Institutional Research, Jossey-Bass, 1986).

Billie W. Dziech, ed., *Controversies and Decision Making in Difficult Economic Times (New Directions for Community Colleges,* no. 53, Jossey-Bass, 1986).

Judith S. Eaton, ed., *Colleges of Choice: The Enabling Impact of the Community College* (Macmillan, 1987).

Elwood B. Ehrle and John B. Bennett, *Managing the Academic Enterprise: Case Studies for Deans and Provosts* (Macmillan, 1987).

Diane U. Eisenberg and James F. Gollattscheck, *The Future of Humanities Education at Community, Technical and Junior Colleges* (American Association of Community and Junior Colleges, 1987).

Nell P. Eurich, *Corporate Classrooms: The Learning Business* (The Carnegie Foundation for the Advancement of Teaching, 1985).

Peter T. Ewall, ed., *Assessing Educational Outcomes (New Directions for Institutional Research*, no. 47. Jossey-Bass, 1985).

Ron Eyerman, Lennart G. Svensson and Thomas Söderqvist, eds., *Intellectuals, Universities and the State in Western Modern Societies* (University of California Press, 1987).

Patricia A. Farrant, *Strategies and Attitudes: Women in Educational Administration: A Book of Readings* (National Association for Women Deans, Administrators and Counselors, 1987).

Leonard Freedman, *Quality in Continuing Education* (Jossey-Bass, 1987).

Paul G. Friedman, Reva C. Jenkins-Friedman, eds., *Fostering Academic Excellence Through Honors Programs (New Directions for Teaching and Learning*, no. 25, Jossey-Bass, 1986).

Jack W. Fuller, *Community College Curricula, Circa 1990: An Anthology* (Dick Blick Company, 1986).

Eva C. Galambos, ed., *Improving Teacher Education (New Directions for Teaching and Learning*, no. 27, Jossey-Bass, Inc., 1986).

Penina Glazer and Miriam Slater, *Unequal Colleagues: The Entrance of Women into the Professions 1880-1930* (Rutgers University Press, 1987).

Thomas G. Goodale, *Alcohol and the College Student* (Jossey-Bass, 1986).

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Gerald Graff, *Professing Literature: An Institutional History* (University of Chicago Press, 1987).

Joslyn L. Green, *The Master's Degree: Jack of All Trades* (State Higher Education Executive Officers, 1987).

Madeline F. Greene, ed., *Leaders for a New Era: Strategies for Higher Education* (Macmillan, 1987).

Carol Groneman and Robert N. Lear, *The Corporate Ph.D.—Making the Grade in Business* (Facts on File Publications, 1986).

Amy Gutmann, *Democratic Education*, (Princeton University Press, 1987).

Theodore L. Harris, ed., *Reading, Thinking and Concept Development: Strategies for the Classroom* (College Board Publications, 1986).

Peter Herriot, *Down from the Ivory Tower: Graduates and their Jobs* (John Wiley, 1984).

Mary J. Hoferek, *Going Forth: Women's Leadership Issues in Higher Education and Physical Education* (Prometheus Books, 1986).

Helen Horowitz, *Campus Life* (Knopf, 1987).

Don Hossler, ed., *Managing College Enrollments* (*New Directions for Higher Education*, no. 53, Jossey-Bass, Inc., 1986).

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Ronald J. Ingersoll, ed., *The Enrollment Problem: Proven Management Techniques* (Macmillan, 1987).

Christine Johnson, *Women's Struggle for Higher Education in Russia, 1855-1900* (McGill-Queens University Press, 1987). Distributed by University of Toronto Press.

D. Bruce Johnstone, *Sharing the Costs of Higher Education* (College Board, 1986).

William A. Kaplin, *The Law and Higher Education*, 2nd ed. (Jossey-Bass, 1985).

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Richard P. Keeling, *AIDS on the College Campus* (American College Health Association, 1986).

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Robert Klitgaard, *Choosing Elites* (Basic Books, 1985).

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Leslie W. Koepplin and David A. Watson, eds., *The Future of State Universities: Issues in Teaching, Research and Public Service* (Rutgers University Press, 1985).

George D. Kuh and Andrea C. McAleenan, *Private Dreams, Shared Visions: Student Affairs Work in Small Colleges* (National Association of Student Personnel Administrators, 1986).

James M. Kusack, *Unions for Academic Library Support Staff: Impact on Workers and the Workplace* (Greenwood Press, 1986).

Carol Lasser, ed., *Educating Men and Women Together: Coeducation in a Changing World* (University of Illinois Press, 1987).

George R. LaNoue and Barbara A. Lee, *Academics in Court: The Consequences of Faculty Discrimination Legislation* (The University of Michigan Press, 1987).

Robert S. Lay and Jean L. Endo, eds., *Designing and Using Market Research* (*New Directions for Institutional Research*, no. 45, Jossey-Bass, 1987).

Marvin Lazerson, ed., *American Education in the Twentieth Century: A Documentary History* (Teachers College Press, 1987).

Library Instruction Handbook: A Self-Paced Introduction to the University Library, 2nd ed. (California State University, Long Beach, 1985).

Elizabeth H. Locke, ed., *Prospects for Change: American Private Higher Education* (Duke Endowment, 1986).

John Losak, ed., *Applying Institutional Research in Decision-Making* (*New Directions for Community Colleges*, no. 56, Jossey-Bass, 1987).

Kenneth Ludmerer, *Learning to Heal: The Development of American Medical Education* (Basic Books, 1984).

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Wilbert J. McKeachie, *Teaching Tips: A Guidebook for the Beginning College Teacher*, 8th ed. (D.C. Heath, 1986).

Mary P. McKeown and Kern Alexander, eds., *Values in Conflict: Funding Priorities for Higher Education* (Ballinger Publishing Co., 1986). (Seventh Annual Yearbook of the American Educational Finance Association).

C. Peter Magrath, Robert L. Egbert, and Associates, *Strengthening Teacher Education: The Challenges to College and University Leaders* (Jossey-Bass, 1987).

Measures in the College Admissions Process: A College Board Colloquium (College Board Publications, 1987).

Charles Merrill, *The Checkbook: The Politics and Ethics of Foundation Philanthropy* (Oelgeschlager, Gunn and Hain, Inc., 1987).

Leila V. Moore and Robert B. Young, eds., *Expanding Opportunities for Professional Education* (*New Directions for Student Services*, no. 37, Jossey-Bass, 1987).

Juliet V. Miller, *Issues in Adult Career Counseling* (*New Directions for Continuing Education*, no. 32, Jossey-Bass, 1986).

T. R. Miles and Dorothy E. Gilroy, *Dyslexia in College* (Methuen, 1986).

Regina Markell Morantz-Sanchez, *Sympathy and Science: Women Physicians and American Medicine* (Oxford University Press, 1985).

John A. Niemi and Dennis D. Gooler, *Technologies for Learning Outside the Classroom* (*New Directions for Continuing Education*, no. 54, Jossey-Bass, 1987).

Lee Noel and Associates, *Increasing Student Retention Effective Programs and Practices for Reducing the Dropout Rate* (Jossey-Bass, 1985).

Philip M. Nowlen, *A New Approach to Continuing Education for Business and the Professions: The Performance Model* (Macmillan, 1987).

Michael A. Olivas, *Latino College Students* (Teachers College Press, 1986).

Organization for Economic Cooperation and Development, *Universities Under Scrutiny* (OECD, 1987).

Roberta H. Ostar, ed., *Partnership Model: A Family Perspective on College Presidency* (American Association of State Colleges and Universities, 1986).

Stephen L. Payne and Joel W. Meyerson, eds., *Ethical Dilemmas for Academic Professionals* (Charles C. Thomas, 1987).

Patricia A. Plante, *The Art of Decision-Making: Issues and Cases in Higher Education* (Macmillan, 1987).

Walter W. Powell, *Getting into Print: The Decision-Making Process in Scholarly Publishing* (The University of Chicago Press, 1985).

K. Richard Pyle, *Guiding the Development of Foreign Students* (*New Directions for Student Services*, no. 36, Jossey-Bass, 1987).

Mary Ann F. Rehnke, ed., *Creating Career Programs in a Liberal Arts Context* (*New Directions for Higher Education*, no. 57, Jossey-Bass, 1987).

John Rohrbaugh and Anne McCartt, eds., *Applying Decision Support Systems in Higher Education* (*New Directions for Institutional Research*, Jossey-Bass, 1986).

John F. Rooney, Jr., *The Recruiting Game: Toward a New System of Intercollegiate Sport*, 2nd ed. (University of Nebraska Press, 1987).

Nitza Rosofsky, et al., *The Jewish Experience at Harvard and Radcliffe* (Harvard University Press, 1987).

A. Westley Rowland, ed., *Handbook of Institutional Advancement*, 2nd ed., (Jossey-Bass, 1986).

Donald A. Schön, *Educating the Reflective Practitioner* (Jossey-Bass, 1987).

Peter Seldin, ed., *Coping With Faculty Stress* (Jossey-Bass, 1987).

Deborah Shapley and Rustum Roy, *U.S. Science and Technology Policy Adrift* (ISI Press, 1985).

Peter L. Shillingsburg, *Scholarly Editing in the Computer Age: Theory and Practice* (University of Georgia Press, 1986).

Angela Simeone, *Academic Women: Working Toward Equality* (Bergin and Garvey, 1986).

Robert G. Simerly, *Strategic Planning and Leadership in Continuing Education* (Jossey-Bass, 1987).

Bruce L. R. Smith, *The State of Graduate Education* (The Brookings Institute, 1985).

Virginia C. Smith, *The New Guide to Student Recruitment Marketing* (Council for the Advancement and Support of Education, 1986).

Douglas W. Steeples, ed., *Institutional Revival: Case Histories* (*New Directions for Higher Education*, no. 54, Jossey-Bass, 1986).

James E. Stice, ed., *Developing Critical Thinking and Problem Solving Abilities* (*New Directions for Teaching and Learning*, no. 30, Jossey-Bass, 1987).

Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition* (The University of Chicago Press, 1987).

Paula A. Treichler, Cheris Kramarae and Beth Stafford, *For Alma Mater: Theory and Practice in Feminist Scholarship* (University of Illinois Press, 1985).

Allan Tucker and Robert A. Bryan, *The Academic Dean: Dove, Dragon, Diplomat?* (Macmillan, 1987).

John A. Valentine, *The College Board and the School Curriculum: A History of the College Board's Influence on the Substance and Standards of American Education, 1900-1980* (College Entrance Examination Board, 1987).

George E. Vogel, ed., *Advances in Instructional Technology* (*New Directions for Community Colleges*, no. 55, Jossey-Bass, 1986).

Michael Washington, *Academic Success and the College Minority Student: A Guidebook for College Survival* (Ginn Press, 1986).

Lois Weis, *Between Two Worlds: Black Students in an Urban Community College* (Routledge, and Kegan Paul, 1985).

Warren W. Willingham, *Success in College: The Role of Personal Qualities and Academic Ability* (The College Board, 1985).

Woodrow Wilson National Fellowship Foundation, *Interpreting the Humanities, 1986* (Woodrow Wilson National Fellowship Foundation, 1987).

Robin Winks, *Cloak and Gown: Scholars and the Secret War* (Morrow, 1987).

Howard Wolf, *The Education of a Teacher: Essays on American Culture* (Prometheus Books, 1987).

Doris J. Wright, *Responding to the Needs of Today's Minority Students* (*New Directions for Student Services*, no. 38, Jossey-Bass, 1987).

L. Steven Zwerling, ed., *The Community College and Its Critics* (*New Directions for Community Colleges*, no. 54, Jossey-Bass, 1986).

ERIC-ASHE Research Reports: 1986, 1987

(Obtainable from ERIC-ASHE Research Reports, The George Washington University, One Dupont Circle, N.W., Washington, D.C., 20036. Price: $10.00 per copy or $60.00 per year.)

1986

1986-1. Christine Licata, *Post-tenure Faculty Evaluation: Threat or Opportunity?*

1986-2. Janet Johnson and Laurence Marcus, *Blue Ribbon Commissions and Higher Education: Changing Academe from Outside.*

1986-3. Joan Stark, Malcolm Lowther and Bonnie Hagarty, *Responsive Professional Education: Balancing Outcomes and Opportunities.*

1986-4. Neal Whitman, David Spendlove, and Claire Clark, *Increasing Students' Learning: A Faculty Guide to Reducing Stress Among Students.*

1986-5. Mary Moran, *Student Financial Aid and Women: Equity Dilemma?*

1986-6. Judith S. Glazer, *The Master's Degree: Tradition, Diversity, Innovation.*

1986-7. Robert M. Hendrickson and Annette Gibbs, *The College, the Constitution, and the Consumer Student: Implications for Policy and Practice.*

1986-8. Richard A. Kaplowitz, *Selecting College and University Personnel: The Quest and the Questions.*

1987

1987-1. Jay L. Chronister and Thomas R. Kepple, Jr., *Incentive Early Retirement Programs for Faculty: Innovative Responses to a Changing Environment.*

1987-2. Barbara E. Taylor, *Working Effectively with Trustees: Building Cooperative Campus Leadership.*

1987-3. Nancy S. Nash and Elizabeth M. Hawthorne, *Formal Recognition of Employer-Sponsored Instruction.*

Resources and References

Forthcoming Academic Meetings, 1988

The following list contains the dates, sites, and contact telephone numbers for many of the larger academic meetings scheduled to be held in 1988.

American Anthropological Association, 1703 New Hampshire Avenue, Washington, D.C. 20009 (202-232-8800): Phoenix, Nov. 16-20, 1988.

American Association for Higher Education, One Dupont Circle, N.W. Washington, D.C. 20036 (202-293-6440): Washington, D.C., March 9-12, 1988.

American Association for the Advancement of Science, 1333 H Street, N.W., Washington, D.C. 20036 (202-326-6450): Boston, Feb. 11-15, 1988.

American Association of State Colleges and Universities, One Dupont Circle, N.W., Washington, D.C. 20036 (202-293-7070): Baltimore, Nov. 19-23, 1988.

American Association of University Professors, 1012 14th Street, N.W., Washington, D.C. 20005 (202-737-5900): Washington, D.C., June 18-19, 1988.

American Association of University Students, 3831 Walnut Street, Philadelphia, Pa. 19104 (215-387-3100): Providence, April 6-9, 1988.

American Astronomical Society, 2000 Florida Avenue, N.W., Washington, D.C. 20009 (202-659-0134): Austin, Jan. 10-14, 1988 and Kansas City, Mo., June 5-9, 1988.

American Chemical Society, 1155 16th Street, N.W., Washington, D.C. 20036 (202-872-4401): Toronto, June 5-11 and Los Angeles, Sept. 25-30, 1988.

American Council of Learned Societies, 228 E. 45th Street, New York, N.Y. 10017 (212-697-1505): New York City, April 14-15, 1988.

American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036 (202-939-9410): Washington, D.C., Jan. 17-20, 1988.

American Dietetic Association, 208 S. LaSalle Street, Chicago, Ill. 60604 (312-899-0040): San Francisco, Oct. 3-7, 1988.

American Economic Association, Suite 809, Oxford House, 1313 21st Avenue, S., Nashville, Tenn. 37212 (615-322-2595): New York City, Dec. 28-30, 1988.

American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036 (202-223-9485): New Orleans, April 5-9, 1988.

American Historical Association, 400 A Street, S.E., Washington, D.C. 20003 (202-544-2422): Cincinnati, Dec. 27-30, 1988.

American Institute of Aeronautics and Astronautics, 370 L'Enfant Prominade, S.W., Washington, D.C. 20024 (202-646-7400): Arlington, Va., May 3-5, 1988.

American Institute of Chemical Engineers, 345 E. 47th Street, New York, N.Y. 10017 (212-705-7660): Washington, D.C., Nov. 27-December 2, 1988.

American Library Association, 50 E. Huron Street, Chicago, Ill. 60611 (312-944-6780): New Orleans, July 9-14, 1988.

American Mathematical Society, 201 Charles Street, Providence, R.I. 02904 (401-272-9500): Atlanta, Jan. 6-9, 1988.

American Nurses Association, 2420 Pershing Road, Kansas City, Mo. 64108 (800-821-5834 or 816-474-5720): Louisville, June 11-15, 1988.

American Philological Association, See listing for Archaeological Institute of America.

American Physical Therapy Association, 1111 North Fairfax, Alexandria, Va. 22314 (703-684-2782): Toronto, June 12-16, 1988.

American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (202-483-2512): Washington, D.C., Sept. 1-4, 1988.

American Psychiatric Association, 1400 K Street, N.W., Washington, D.C. 20005 (202-682-6220): Montreal, May 7-13, 1988.

American Psychoanalytic Association, 309 E. 49th Street, New York, N.Y. 10017 (212-752-0450) Montreal, April 30-May 8, 1988.

American Psychological Association, 1200 17th Street, N.W., Washington, D.C. (202-955-7710): New York City, Aug. 26-Sept. 1, 1988.

American Public Health Association, 1015 15th Street, N.W., Washington, D.C. 20036 (202-789-5600): Boston, Nov. 13-17, 1988.

American Society for Engineering Education, 11 Dupont Circle, N.W., Washington, D.C. 20036 (202-293-7080): Portland, Ore., June 19-23, 1988.

American Society for Information Science, 1424 16th Street, N.W., Suite 404, Washington, D.C. 20036 (202-462-1000): Atlanta, Oct. 23-27, 1988.

American Society of Agronomy, 677 S. Segoe Road, Madison, Wisc. 53711 (608-273-8080) Anaheim, Nov. 27-Dec. 2, 1988.

American Society of Animal Science, 309 W. Clark, Champaign, Ill. 61820 (217-356-3182): New Brunswick, N.J., July 18-22, 1988.

American Society of Mechanical Engineers, 345 E. 47th Street, New York, N.Y. 10017 (212-705-7740): Chicago, Nov. 28-Dec. 2, 1988.

American Society of Zoologists, Box 2739, California Lutheran University, Thousand Oaks, Calif. 91360 (805-492-3585): San Francisco, Dec. 27-30, 1988.

American Society on Aging, 833 Market Street, Suite 516, San Francisco, Calif. 94103 (415-543-2617): San Diego, March 18-22, 1988.

American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036 (202-833-3410): Atlanta, Aug. 24-28, 1988.

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Md. 20852 (301-897-5700): Boston, Nov. 18-21, 1988.

American Statistical Association, 1429 Duke Street, Alexandria, Va. 22314 (703-684-1221): New Orleans, Aug. 22-25, 1988.

Archaeological Institute of America, Box 1901, Kenmore Station, Boston, Mass. 02215 (617-353-9361): Baltimore, Md., Jan. 5-9, 1989 (no meeting in Dec., 1988).

Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, Fla. 32306 (904-644-4470): Phoenix, May 15-18, 1988.

Association for the Study of Higher Education, Department of Educational Administration, Texas A. and M. University, College Station, Tx. 77843 (409-845-0393): St. Louis, Nov. 3-6, 1988.

Association of American Colleges, 1818 R Street, Washington, D.C. 20009 (202-387-2760): Washington, D.C., Jan. 14-16, 1988.

Association of Catholic Colleges and Universities, One Dupont Circle, N.W., Washington, D.C. 20036 (202-457-0650): Washington, D.C., Feb. 2-3, 1988.

Association of Teacher Educators, 1900 Association Drive, Reston, Va. 22091 (703-620-3110): San Diego, Feb. 13-17, 1988.

College and University Personnel Association, 11 Dupont Circle, N.W., Washington, D.C. 20036 (202-462-1038): Boston, Aug. 9-12, 1988.

Council on International Educational Exchange, 205 E. 42nd Street, New York, N.Y. 10017 (212-661-1414): France, Nov. 2-4, 1988.

Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, D.C. 20036 (202-452-1433): Atlanta, April 13-15, 1988 and San Antonio, Oct. 12-14, 1988.

Mathematical Association of America, 1529 18th Street, N.W., Washington, D.C. 20036 (202-387-5200): Atlanta, Jan. 6-9, 1988.

Modern Language Association, 10 Astor Place, New York, N.Y. 10003 (212-741-5588): New Orleans, Dec. 27-30, 1988.

National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (202-334-2138): Washington, D.C., April 24-27, 1988.

National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 (202-462-4811): Washington, D.C., May 31-June 3, 1988.

National Association for Women Deans, Administrators and Counselors, 1325 18th Street, N.W., Suite 210, Washington, D.C. 20009 (202-659-9330): Pittsburgh, March 16-19, 1988.

National Association of College and University Business Officers, One Dupont Circle, N.W., Washington, D.C. 20036 (202-861-2500): St. Louis, July 10-13, 1988.

National Association of State Universities and Land-Grant Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (202-778-0818): Dallas, Nov. 13-15, 1988.

National Association of Student Personnel Administrators, 1700 18th St., N.W., Washington, D.C. 20009 (202-265-7500): St. Louis, March 27-30, 1988.

National Catholic Educational Association, 1077 30th St., N.W., Washington, D.C. 20007 (202-293-5954): New York, April 4-7, 1988.

National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, Box 322, New York, N.Y. 10010 (212-725-3390): New York, April 29-May 1, 1988.

National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (217-328-3870): St. Louis, Nov. 18-23, 1988.

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Va. 22091 (703-620-9840) Chicago, April 6-9, 1988.

National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (202-833-4000): Higher Education Conference: San Antonio, March 4-6, 1988; Representative Assembly: New Orleans, July 2-5, 1988.

National University Continuing Education Association, One Dupont Circle, N.W., Washington, D.C. 20036 (202-659-3130): Philadelphia, April 16-20, 1988.

National Women's Studies Association, University of Maryland, College Park, Md. 20742 (301-454-3757): Minneapolis, June 22-26, 1988.

Organization of American Historians, 112 N. Bryan Street, Bloomington, Ind. 47401 (812-335-7311): Reno, March 24-27, 1988.

Rural Education Association, School of Occupational and Educational Studies, Colorado State University, Ft. Collins, Colo., 80523 (303-491-7022): Bismarck, Oct. 8-12, 1988.

Society of American Archivists, 600 South Federal, Suite 504, Chicago, Ill. 60605 (312-922-0140): Atlanta, Sept. 29-Oct. 2, 1988.

Society of Biblical Literature, 2201 South University Blvd, Denver, Colo. 80210 (303-744-1287): Chicago, Nov. 19-21, 1988.

Higher Education Journals, Reference Aids

The following publications devote full or considerable attention to higher education.

1. Journals and Periodicals

(Addresses and subscription prices are as of July, 1987). Prices are for nonmembers of sponsoring organizations and apply only to U.S. subscribers.)

AAHE Bulletin (American Association for Higher Education, One Dupont Circle, N.W., Washington, D.C. 20036. $27/year)

Academe (American Association of University Professors, 1012 14th Street, N.W., Washington, D.C. 20005. $35/year)

Action in Teacher Education (Association of Teacher Educators, 1900 Association Drive, Reston, Va. 22091. $20/year)

Adolescence (Libra Publishers, P.O. Box 165, 391 Willets Road, Roslyn Heights, N.Y. 11577. $30/year)

AGB Reports (Association of Governing Boards of Universities and Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $65/year)

AJCU Higher Education Report (Association of Jesuit Colleges and Universities, One Dupont Circle, N.W., Washington, D.C. 20036)

American Educational Research Journal (American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036. $16/year)

American Indian Quarterly (NAS/3415 Dwinelle Hall, Berkeley, California 94720. $35/year)

American Journal of Dental Education (American Association of Dental Schools, 1619 Massachusetts Avenue, N.W., Washington, D.C. 20036. $25/year)

American Journal of Distance Education (College of Education, Pennsylvania State University, Rackley Building, University Park, Pennsylvania 16802. $18/year)

American Journal of Education (University of Chicago Press, Journals Division, Box 37005, Chicago, Illinois 60637. $20/year)

American Journal of Pharmaceutical Education (4630 Montgomery Avenue, Bethesda, Maryland 20814. $35/year)

American Journal of Sociology (University of Chicago Press, Journals Division, Box 37005, Chicago, Illinois 60637. $30/year)

American Scholar (Phi Beta Kappa, 1811 Q Street, N.W., Washington, D.C. 20009. $16/year)

American School and University (401 N. Broad Street, Philadelphia, Pennsylvania 19108. $25/year)

American Sociological Review (American Sociological Association, 1722 N Street, Washington, D.C. 20036. $15/year)

Assessment and Evaluation in Higher Education (School of Education, University of Bath, Claverton Down, BA2 7AY, England. £12/year)

Azlan-International Journal of Chicano Research (Chicano Studies Center Publications, University of California, 405 Hilgard Avenue, Los Angeles, California 90024. $20/year)

Black Scholar (Black World Foundation, Box 908, Sausalito, California 94965. $16/year)

Business Education Forum (1914 Association Drive, Reston, Virginia 22091. $9/year-available only to members)

Business Officer (National Association of College and University Business Officers, One Dupont Circle, N.W., Washington, D.C. 20036)

Canadian Journal of Higher Education (Canadian Society for the Study of Higher Education, 151 Slater, Ontario, K1P 5H3. $40/year)

CAUSE/EFFECT (CAUSE, 737 29th Street, Boulder, Colorado, 80303. $42/year)

Change (Heldref Publications, 4000 Albemarle St., Washington, D.C. 20016. $20/year)

Chronicle of Higher Education (1333 New Hampshire Avenue, N.W., Washington, D.C. 20036. $51/year)

College and Research Libraries (Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, Illinois 60611. $35/year)

College and University (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, D.C. 20036. $14/year)

College Board Review (Box 419, Great Kills Station, Staten Island, N.Y. 10306. $12/year)

College Composition and Communication (National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801. $8/year)

College English (National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801. $30/year)

College Mathematics Journal (Mathematical Association of America, 1529 18th St., N.W., Washington, D.C. 20036. $24/year)

College Store Journal (National Association of College Stores, Inc., 528 E. Lorraine St., Oberlin, Ohio 44704. $20/year)

College Student Journal (Project Innovation, 1372 Santa Cruz Court, Chula Vista, California 92010. $12/year)

College Teaching (Heldref Foundation, 4000 Albemarle St. N.W., Washington, D.C. 20016. $30/year)

Collegiate Microcomputer (Rose-Hulman Institute of Technology, Terre Haute, Indiana 47803. $28/year)

Community and Junior College Libraries (The Haworth Press, 75 Griswold St., Binghamton, N.Y. 13904. $30/year)

Community College Review (North Carolina State University, 310 Poe Hall, Raleigh, North Carolina, 27650. $20/year)

Community College Social Science Journal (Grossmont College, El Cajon, California 92020. $25/year)

Community, Junior and Technical College Journal (American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $12/year)

Community/Junior College Quarterly of Research and Practice (Hemisphere Publishing Co., 1010 Vermont Avenue, Washington, D.C. 20005. $19.95/year)

Comparative Education Review (University of Chicago Press, Journals Division, Box 37005, Chicago, Illinois 60637. $28/year)

Compass (Association of Independent Schools and Colleges, One Dupont Circle, N.W., Washington, D.C. 20036)

Continuing Higher Education Review (Office of Continuing Education, Ohio State University, 224 Mount Hall, 1050 Carmack Road, Columbus, Ohio 43210. $26/year). Formerly *Continuum*.

Currents (Publisher Services, Inc., 80 S. Early St., Alexandria, Virginia 22304. $30/year)

Education Daily (Capitol Publications, Inc., 1101 King St., Box 1453, Alexandria, Va. 22313. $429.95/year) Incorporates *Higher Education Daily.*

Educational Record (American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036. $20/year)

Educational Researcher (American Educational Research Association, 1230 17th St., N.W., Washington, D.C. 20036. $12/year)

Educational Studies: A Journal in the Foundations of Education (American Educational Studies Association, School of Education, North Carolina State University, Raleigh, North Carolina, 27650. $12.50/year)

Engineering Education (American Society for Engineering Education, 11 Dupont Circle, N.W., Washington, D.C. 20036. $22.50/year)

ERIC/ASHE Research Reports (Association for the Study of Higher Education, One Dupont Circle, N.W., Washington, D.C. 20036. $60/year) See list of recent titles in the Higher Education Books: A Selected Bibliography section of this edition of the *NEA Almanac.*

European Journal of Education (Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 3UE England. $56.50/year)

Government Affairs Bulletin (National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009)

Harvard Educational Review (Harvard University, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138. $26/year)

Higher Education (Elsevier Science Publishers, B.V., Box 211, 1000 AE Amsterdam, The Netherlands, $41/year)

Higher Education Advocate (National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. $30/year includes *NEA Higher Education Almanac* and *Thought and Action.*)

Higher Education and National Affairs (American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036. $25/year)

Higher Education in Europe (European Centre for Higher Education, 39 Stirbei Voda, R-70732, Bucharest, Romania)

Higher Education Review (Tyrrell Burgess Assoc., Ltd., 39 Sandilands, Croydon, CR0 5DB, England. $45/year)

Higher Education Week (Council for the Advancement and Support of Education, 11 Dupont Circle, N.W., Washington, D.C. 20036)

History of Education Quarterly (School of Education, Indiana University, Bloomington, Indiana 47405. $20/year)

History of Higher Education Annual (Graduate School of Education and Human Development, University of Rochester, Lattimore Hall, Rochester, N.Y. 14627. $10/year)

The Independent Scholar (105 Vincente Road, Berkeley, California 94705. $6/year)

Innovative Higher Education (Human Sciences Press, 72 Fifth Avenue, New York, N.Y. 10011. $23/year)

International Journal of Institutional Management in Higher Education (Center for Educational Research and Innovation, Organization for Economic Cooperation and Development, IMHE Programme, OECD/CERI, 2 Rue Andre-Pascal, 75775 Paris CEDEX 16, France. $25/year)

Journal of American College Health (2807 Central St., Evanston, Illinois 60201. $25.50/year)

Journal of American Indian Education (Center for Indian Education, College of Education, Arizona State University, Tempe, Arizona 85281. 12/year)

Journal of Architectural Education (ASCA, 1735 New York Avenue, N.W., Washington, D.C. 20006. $20/year)

Journal of Black Studies (Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, California 90212. $15/year)

Journal of College Admissions (9933 Lawler Avenue, Skokie, Illinois 60077. $12/year)

Journal of College and University Law (National Association of College and University Attorneys, One Dupont Circle, N.W., Washington, D.C. 20036. $35/year)

Journal of College and University Student Housing (Association of College and University Housing Officers, Argos Center, University of South Florida, Tampa, Florida 33602. $8/year)

Journal of College Placement (College Placement Council, Inc., 65 E. Elizabeth Avenue, Bethlehem, Pennsylvania 18018. $20/year)

Journal of College Science Teaching (Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009. $37/year)

Journal of College Student Personnel (AACD, 5999 Stevenson Avenue, Alexandria, Virginia 22304. $16/year)

Journal of College Student Psychotherapy (Haworth Press, 12 West 32nd Street, New York, N.Y. 10001. $24/year)

Journal of Dental Education (American Association of Dental Schools, 1619 Massachusetts Avenue, N.W., Washington, D.C. 20036. $25/year)

Journal of Education for Business (Heldref Publications, 4000 Albemarle St., N.W., Washington, D.C. 20016. $35/year)

Journal of Education for Library and Information Sciences, (American Association of Library Schools, 471 Park Lane, State College, Pennsylvania 16803. $30/year)

Journal of Education for Social Work (Council on Social Work Education, 111 Eighth Avenue, New York, N.Y. 10011)

Journal of General Education (Pennsylvania State University Press, 215 Wagner Building, University Park, Pennsylvania 16802. $16.50/year)

Journal of Geography in Higher Education (Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England, $95/year)

Journal of Higher Education (Ohio State University Press, 1050 Carmack Rd., Columbus, Ohio 43210. $20/year)

Journal of Legal Education (Association of American Law Schools, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853. $20/year)

Journal of Medical Education (Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $27.50/year)

Journal of Negro Education (Howard University, Washington, D.C. 20059. $10/year)

Journal of Optometric Education (Association of Schools and Colleges of Optometry, 600 Maryland Avenue, S.W., Washington, D.C. 20024. $15/year)

Journal of Teacher Education (American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. $15/year)

Journal of Tertiary Educational Administration (A.I.T.E.A., c/o Australian Defense Force Academy, Northcott Drive, Canberra, ACT, 2600, Australia. Australian $10/year)

Journal of the College and University Personnel Association (CUPA, 11 Dupont Circle, N.W., Washington, D.C. 20036. $24/year)

Journal of the National Association of Women Deans, Administrators and Counselors (1625 I Street, N.W., Washington, D.C. 20006. $24/year)

Journal of the Society of Research Administrators (1505 4th Street, Santa Monica, California 90401. $25/year)

Liberal Education (Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009. $20/year)

NACADA Journal (National Academic Advising Association, University of Washington, B-36 Padelford (GN-07), Seattle, Washington 98195. $14/year)

NASPA Journal (NASPA Central Office, 160 Rightmire Hall, 1060 Carmack Road, Columbus, Ohio 43210. $15/year)

National Forum: Phi Kappa Phi Journal (Honor Society of Phi Kappa Phi, Box 16000 Louisiana State University, Baton Rouge, Louisiana 70893. $10/year)

New Directions for Community Colleges (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $25/year)

New Directions for Continuing Education (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $21/year)

New Directions for Higher Education (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $25/year)

New Directions for Institutional Research (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $25/year)

New Directions for Program Evaluation (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $30/year)

New Directions for Teaching and Learning (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $35/year)

New Directions for Testing and Measurement (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $25/year)

New Universities Quarterly (Basil Blackwell, Ltd., 108 Cowley Road, Oxford OX1 4HB, England. $39.50/year)

North Central Association Quarterly (North Central Association of Colleges and Schools, 1540 30th Street, Box 18, Boulder, Colorado 80306. $7/year)

OECD Observer (Suite 1207, 1750 Pennsylvania Avenue, Washington, D.C. 20006. $11/year)

Paedagogica Historia (Center for the Study of the History of Education, A. Baertsoenkaai 3, 9000 Ghent, Belgium, $18/year)

Planning for Higher Education (2001 School of Education Building, University of Michigan, Ann Arbor, Michigan 48009. $30/year)

Research in Higher Education (Agathon Press, Inc., 49 Sheridan Avenue, Albany, New York 12210. $45/year)

Review of Educational Research (American Educational Research Association, 1230 17th St., N.W., Washington, D.C. 20036. $17/year)

Review of Higher Education (Association for the Study of Higher Education, One Dupont Circle, N.W., Washington, D.C. 20036. $35/year)

Science (American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005. $75/year)

Sociology of Education (American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036. $21/year)

Studies in Higher Education (Carfax Publishing Co., Box 25 Abingdon, Oxfordshire, OX14 1RW, $105/3 years)

Teachers College Record (Teachers College, Columbia University, 525 W. 120th St., New York, N.Y. 10027. $14/year)

Teaching at a Distance (Director of Marketing, The Open University, P.O. Box 81, Milton, Keynes MK7 6AT, England. £14.50/year)

Teaching English in the Two-Year College (Department of English, East Carolina University, Greenville, North Carolina 27834. $5/year)

Teaching of Psychology (Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, N.J. 70642. $7/year)

Teaching Political Science (Heldref Publications, 4000 Albemarle Road, N.W., Washington, D.C. 20016. $36/year)

Teaching Sociology (American Sociological Association, 1772 N St., N.W., Washington, D.C. 20036. $48/year)

Thought and Action: The NEA Higher Education Journal (National Education Association, 1201 16th Street, N. W., Washington, D.C. 20036. $30/year, includes *Higher Education Advocate* and *NEA Higher Education Almanac*).

Times (London) Education Supplement (Times Newspapers, Ltd., Priory House, St. Johns Lane, London, England EC1M 4BX. $75/year)

Work and Occupations: An International Sociological Journal (Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, California 90212. $28/year)

Writing Instructor (The Freshman Writing Program, University of Southern California, Los Angeles, California 90089-1291. $12/year)

2. Encyclopedias

American Educators' Encyclopedia, 1982. Short articles defining names and terms "frequently found in the literature of professional education."

Encyclopedia of Education 1971. The first of its kind since 1911.

Encyclopedia of Educational Research, 1982. All aspects of education including higher education. Includes bibliographies, subject index in v. 4.

International Encyclopedia of Education, 1985. Provides an overall view of specific topics in education. Includes bibliographies. Index in v. 10.

International Encyclopedia of Higher Education, 1977. Provides "A comprehensive understanding of postsecondary education as a whole." Includes bibliographies. Covers all national systems of higher education, also material on disciplines and professional education. Index in v. 10.

The International Encyclopedia of Teaching and Teacher Education, 1987.

3. Indexes and Abstracts

Chronicle of Higher Education publishes an annual index (August).

The Education Index 1929-date. Periodical index including some books and annuals. Published monthly except July and August.

ERIC Indexes: *Resources in Education*, and *Current Index to Journals in Education*. The Educational Resources Information Center (ERIC) is a national network of clearinghouses each of which is devoted to a special aspect of education (e.g. Higher Education, Educational Management, Reading and Communications Skills). The clearinghouses collect, abstract, and disseminate educational research reports and documents. (Higher Education Clearinghouse: Educational Resources Information Center (ERIC), Clearinghouse on Higher Education, Suite 630, One Dupont Circle

N.W., Washington, D.C. 20036). See also, *An Annotated Bibliography of ERIC Bibliographies*, Joseph Gerald Drazan ed. (Greenwood Press, 1982).

Resources in Education 1966-date. RIE (formerly *Research in Education*) is a monthly index to the ERIC document collections of research reports, conference papers, bibliographies, statistical reports, curriculum guides, etc. Each issue contains document resumes (abstracts) with subject, author, and institution indexes. Cumulative indexes are published semiannually or annually.

Current Index to Journals in Education 1969-date. CIJE is a monthly index to periodical articles appearing in approximately 700 education and related journals. Each issue contains bibliographic information and brief summaries of the articles with subject, author, and journal contents indexes. Cumulative indexes are published semiannually.

Higher Education Abstracts (formerly *College Student Personnel Abstracts*). "HEA provides an overview of research and theory about college students, faculty, administration, and related topics in higher education." Covers research reports, conference papers and over 300 journals *(Higher Education Abstracts*, Claremont Graduate School, 740 North College Avenue, Claremont, California, 91711. $45/year)

Index to Anthologies on Postsecondary Education 1960-1978, 1980. Richard H. Quay, ed.

Research into Higher Education Abstracts, 1967-date. Coverage of the United Kingdom and selected coverage overseas. Covers research reports, general interest, articles, theses, and reference works. (Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 3UE, England.)

4. Directories

1987 A.A.C.J.C. Directory of Community, Technical and Junior Colleges. American Association of Community and Junior Colleges. (Complements *Who's Who in American Community, Technical and Junior Colleges 1987*, and *Community, Technical and Junior College Directory: A Statistical Analysis 1987*.)

American Community, Technical and Junior Colleges: A Guide, 9th ed., 1987. Dale Parnell and Jack Peltason, eds.

Accredited Institutions of Postsecondary Education, 1985-1986, 1986. Sherry S. Harris, ed.

American Universities and Colleges, 9th ed. 1987. American Council on Education, comp.

American Universities and Colleges: A Dictionary of Name Changes 1978. Alice H. Songe, ed.

Barron's Compact Guide to College Transfer 1984. Nicholas C. Proia, ed.

Barron's Compact Guide to Colleges 1983. Barron's Educational Series. "A representative range of distinctive colleges."

Barron's Profiles of American Colleges 1982. Barron's Educational Series. v.1: *Descriptions of the Colleges.* v.2: *Index to Major Areas of Study.*

The Black Student's Guide to Colleges 1984. Barry Beckham ed.

Chronicle Four-Year College Databook 1986. Paul Downes, ed.

Chronicle Two-Year College Databook 1986. Paul Downes, ed.

The College Blue Book 1983. Macmillan. Five volumes: Degrees Offered by College and Subject; Narrative Descriptions; Occupational Education; Scholarships, Fellowships, Grants and Loans; Tabular Data.

College and University Administrators Directory, 1979-1980, 1980.

The College Handbook: 1986-87, 1986. (College Board).

Commonwealth Universities Yearbook 1986.

Community, Technical and Junior College Directory: A Statistical Analysis 1987. 1987 American Association of Community and Junior Colleges. (Complements *1987 A.A.C.J.C. Directory of Community, Technical and Junior Colleges* and *Who's Who in American Community, Technical and Junior Colleges 1987.*)

Comparative Guide to American Colleges: For Students, Parents and Counselors 1985. James Cass and Max Birnbaum, eds.

The Consortium Directory 1986, 1986. (American Council on Education)

Directory of American Scholars: A Biographical Directory.

Directory of Administrators of Community, Technical and Junior Colleges 1984. Holly Jellison, ed.

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, v. 13, Joel M. Douglas, Stephen H. Bryan and Elisabeth A. Kotch, eds. (New York, National Center for the Study of Collective Bargaining in Higher Education and the Professions, Bernard Baruch College, January 1987).

Directory of Selected National Testing Programs (Oryx Press, 1987).

Faculty Guide to Living Abroad 1986. (Office of International Education and Services, University of Iowa).

Guide to Campus-Business Linkage Programs: Education and Business Prospering Together 1987. Dorothy C. Fenwick, P. Anthony Giorgio, Robert J. Kopecky, Lawrence G. Lloyd, and James R. Myers, eds.

A Guide to Christian Colleges 1984. (Christian College Conference).

Guide to Educational Credit by Examination, 2/E 1987. Douglas R. Whitney and Andrew G. Malizio, eds.

Guide to Four Year Colleges 1986, 1985. Andrea E. Lehman ed. (Peterson's Guides)

A Guide to Post-Secondary Educational Opportunities for the Learning Disabled 1981. Diane D. Ridenour and Jane Johnston, eds.

Guide to Programs in Nursing in Four-Year Colleges and Universities: Baccalaureate Programs in the United States and Canada, 1987. Barbara K. Redman and Linda K. Amos, eds.

Handbook on Continuing Higher Education. Quentin H. Gessner, ed. (American Council on Education).

Handbook of Minority Student Services 1986. Charles Taylor, ed., (National Minority Campus Chronicle, Inc.).

HEP 1987 Higher Education Directory 1987. Higher Education Publications. Similar to *Education Directory: Colleges and Universities* (Superintendent of Documents, Government Printing Office, Washington, D.C.), last published in 1981.

Higher Education Directory: 1986-87, 1986. (Council for Advancement and Support of Education).

Higher Education in the United Kingdom, 1987-1989: A Handbook for Students and their Advisors, 1987.

Higher Education Opportunities for Minorities and Women: Annotated Selection, 1982.

Index of Majors, 1986, 1986. College Board.

International Handbook of Universities And Other Institutions of Higher Education, 1987. H. M. Keyes, ed. (International Association of Universities)

Lovejoy's College Guide, 1983. Clarence E. Lovejoy, ed.

NASFAA Encyclopedia of Student Financial Aid, 1986. (National Association of Student Financial Aid Officers)

National College Databank: The College Book of Lists, 1987. 4th ed., Kim R. Kaye, ed. (Peterson's Guides)

NEA Handbook, 1987-88, 1987. (National Education Association)

National Faculty Directory, 1988: An Alphabetical List, with Addresses of Approximately 660,000 Members of Teaching Faculties of Junior Colleges, Colleges and Universities in the United States and at Selected Canadian Institutions, 1987.

National Guide to Educational Credit for Training Programs, 1986, 1986.

1986-87 Accredited Institutions of Postsecondary Education: Programs, Candidates. Sherry S. Harris, ed.

1986 Guide to the Evaluation of Educational Experiences in the Armed Forces, 1986.

Peterson's Competitive Colleges, 1987. 6th ed., Karen C. Hegener, ed., (Peterson's Guides).

Peterson's Higher Education Directory 1988, 1987. (Peterson's Guides).

Private Colleges and Universities, 1982. John F. Ohles and Shirley M. Ohles, eds.

Public Colleges and Universities, 1986. John F. Ohles and Shirley M. Ohles, eds.

Research Centers Directory, 1984. Mary Michelle Watkins and James A. Ruffner, eds.

Research Institutions and Learned Societies, 1982. Joseph C. Kiger, ed.

Sourcebook of Equal Educational Opportunity, 1979

Standard Education Almamac

State Postsecondary Education Structures Handbook: 1986. Aims C. McGuinness, ed. (Education Commission of the States).

The Where to Find It Guide: Higher Education Information-A Listing of 156 Education Topics and Where To Get Information on Them from 63 Education Associations in Washington, D.C. 1986. (Council for the Advancement and Support of Education).

Who's Who Among Scholars in American Community, Technical and Junior Colleges, 1986.

Who's Who in American Community, Technical and Junior Colleges 1987, 1987. American Association of Community, Technical and Junior Colleges. (Complements *1987 A.A.C.J.C. Directory of*

Community, Technical and Junior Colleges and *Community, Technical and Junior College Directory: A Statistical Analysis 1987.*)

World List of Universities, 1985. H. M. Keyes, ed. (International Association of Universities).

The World of Learning, 1987, 1987.

Yearbook of Higher Education. Institutional listings, financial resources, federal programs, etc., and statistics.

5. Statistical

The Condition of Education 1986, 1986. United States Department of Education, Center for Statistics.

Digest of Education Statistics 1987, 1987. United States Department of Education, Center for Education Statistics.

1986-87 Fact Book on Higher Education, 1987. Cecilia A. Ottinger, ed. Division of Policy Analysis and Research, American Council on Education.

Financial Statistics of Universities and Colleges, 1982-83.

Projections of Educational Statistics, United States Department of Education, Center for Statistics.

Standard Education Almanac, Gerald L. Gutek, ed.

State Profiles: Financing Public Higher Education, Kent Halstead, ed.

A Statistical Portrait of Higher Education, 1972. Seymour Harris, ed.

6. Bibliographies

Note: ED numbers following a citation indicate that the bibliography is available through ERIC's Resources in Education (see Section 2: "Indexes and Abstracts," above).

Academic Women and Employment Discrimination: A Critical Annotated Bibliography, 1982. Jennie Farley, ed. ED 220 550.

Affirmative Action and Preferential Admissions in Higher Education: An Annotated Bibliography, 1981. Kathryn Swanson, ed.

Alternative Careers for Ph.D.'s in the Humanities. A Selected Bibliography, 1982. Christine F. Donaldson and Elizabeth A. Flynn, eds.

The American College Novel: An Annotated Bibliography, 1981. John E. Kramer, Jr., ed.

American Education: A Guide to Information Sources, 1982. Richard G. Durmin, ed.

American Educational History: A Guide to Information Sources, 1981. Michael W. Sedlak and Timothy Walch, eds.

An Annotated and Extended Bibliography of Higher Education Marketing, 1986. Karen K. Constantine, ed. American Marketing Association.

Annotated Bibliography: Black Student Retention in Higher Education Institutions, 1983. F. Myron Dunston et al., eds. ED 228 911.

An Annotated Bibliography of Graduate Education Commentary: 1978-1982, 1982. The Council of Graduate Schools in the U.S.

ARBA Guide to Education, 1985. Deborah J. Brewer, ed.

A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present 1975. Mark Beach, ed. Arranged alphabetically by state. (Complements *A Subject Bibliography of the History of American Higher Education*, 1984. Mark Beach, ed.)

A Bibliographical Guide to Educational Research, 2nd ed., 1980. Dorothea M. Berry, ed.

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Bibliography on Proprietary Postsecondary Education 1980, 1980. Mary B. Wine, ed.

Black Access: A Bibliography of Afro-American Bibliographies, 1984. Richard Newman, ed.

Black Higher Education in the United States: A Selected Bibliography on Negro Higher Education and Historically Black Colleges and Universities, 1978. Frederick Chambers, ed.

Characteristics and Needs of Non-Traditional Students: An Annotated Bibliography of Data Based Literature (1950-1980), 1981. Millicent E. Nuver, ed. ED 206 236.

Collective Bargaining in Higher Education and the Professions, Bibliography No. 14, 1987. Joel Douglas, Mary Donovan, and Beth Hillman, comp. National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, New York.

Community Colleges: A Bibliography, 1982. Mary Vance, ed.

Comparative Higher Education: Research Trends and Bibliography, 1979. Phillip G. Altbach, ed.

Documentation in Education 1967. Arvid J. Burke and Mary A. Burke, eds.

The Education of Poor and Minority Children, 1981. Meyer Weinberg, comp. Includes section on "Higher Education."

Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography, 1982. Jeff E. Smith, ed. ED 216 667

The Financing of Higher Education: A Bibliographic Handbook, 1984. Richard H. Quay and Peter P. Olevnik, eds.

Guide to the Literature of Education, 1975. Michael Humby, ed. Published at the University of London; strong in European sources.

Guide to the Literature of Student Financial Aid, 1978. Jerry S. Davis and William D. Van Deusen, eds.

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A Guide to Sources of Educational Information, 2nd ed., 1982. Marda Woodberry, ed.

Higher Education: Handbook of Theory and Research, 2 vols., 1985, 1986. John C. Smart, ed.

Higher Education Bibliography Yearbook, 1987, 1987. D. Kent Halstead, ed., Research Associates of Washington.

Higher Education Finance: An Annotated Bibliography and Guide to Research, 1984. Edward R. Hines and John McCarthy, eds.

Higher Education Literature: An Annotated Bibliography, 1981. Jane N. White and Collins W. Burnett, eds.

Higher Education Periodicals: A Directory, 1981. Thomas Dyer and Margaret Davis, eds. Institute of Higher Education, University of Georgia.

Higher Education Planning: A Bibliographic Handbook, 1979. D. Kent Halstead, ed.

Higher Education: A Bibliographic Handbook, 2 vols. 1981, 1984. D. Kent Halstead, ed.

International Bibliography of Comparative Education, 1981. Philip G. Altbach, Gail P. Kelly, and David H. Kelly, eds.

Key Resources on Community Colleges: A Guide to the Field and its Literature, 1987. Arthur M. Cohen, James C. Palmer and K. Diane Zwemer, eds.

Key Resources on Institutional Advancement, 1987. A. Wesley Rowland, ed.

Library Research Guide to Education, 1979. James R. Kennedy, ed.

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Sociology of Education: A Guide to Information Sources, 1979. Francesco Cordasco and David N. Alloway, eds.

The Source Book for Higher Education, 1973. Warren W. Willingham, ed.

"Sources and Information: Women in the Community College," 1981. In *Women in Community Colleges*, Judith S. Eaton, ed.

State Boards of Higher Education: A Bibliography, 1980. Richard H. Quay, ed.

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U.S. Higher Education: A Guide to Information Sources, 1980. Franklin Parker and Betty June Parker, eds.

Women's Education-A World View: Annotated Bibliography of Books and Reports 1981. Franklin Parker and Betty J. Parker, eds.

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The World's Students in the United States: A Review and Evaluation of Research on Foreign Students, 1976. Seth Spaulding and Michael J. Flack, eds.

7. Funding Sources

A. Books

America's Hidden Philanthropic Wealth. Details on smaller foundations with potential for significant growth.

Annual Register of Grant Support. Arranged by subject categories subdivided by discipline. Includes subject and geographic indexes.

Awards, Honors, Prizes. Paul Wasserman, ed. Details of over 5,200 awards and prizes. Excluded are fellowships and scholarships, local and regional awards.

The Complete Grants Sourcebook for Higher Education, 1985. David G. Bauer, ed.

Corporate 500: The Directory of Corporate Philanthropy.

Corporate Foundation Profiles.

Directory of Biomedical Grants and Health Care Grants, 1985.

Directory of Grants in the Humanities, 1987.

Directory of Grants in the Physical Sciences, 1986.

Directory of Research Grants, 1986: Descriptions of more than 2,000 programs; indexes by subject and type of sponsoring organization. Brief articles, including one on proposal development.

Foundations, Grants and Fund-Raising: A Selected Bibliography, 1976. Charlotte Georgi, ed.

The Foundation Directory. Data on over 2,500 foundations accounting for 90 percent of all U.S. foundation assets and 80 percent of all giving. Arranged alphabetically with an index. The fifth edition contains articles entitled "What Makes a Good Proposal?" and "What Will a Foundation Look for When You Submit a Grant Proposal?"

Foundation Fundamentals: A Guide for Grantseekers, 1986. 3rd ed.

Foundation Grants to Individuals, 1986. 5th ed. The Foundation Center.

Foundation Grants Index, Cumulates grants in *Foundation News.*

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Grants and Fellowships of Interest to Historians, 1986 (American Historical Association).

Grants for Graduate Students, 1986-1988, 1986. Andrea Leskes, ed. (Peterson's Guides).

The Grants Register, 1985-87.

Guide to Federal Funding for Social Scientists.

International Foundation Directory.

Lively Arts Information Directory, 1982. Part 3 gives a subject index to government grant programs in the arts. Part 4 lists private foundations by name, by geographic area, and by subject.

National Directory of Arts Support by Private Foundations, 1980.

National Data Book. The Foundation Center.

New York State Foundation Directory.

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World Dictionary of Awards and Prizes. 2 vols.

B. Periodicals and Newsletters

ARIS Funding Messengers: Biomedical Science Report, Creative Arts and Humanities, Social and Natural Sciences Report.

The Blue Sheet

Commerce Business Daily

Corporate Giving Watch

Federal Grants and Contracts Weekly

Federal Register. Issued four times a week. Most current published source of government grant information.

Federal Research Report

Foundation Giving Watch

High Tech Materials Alert

Intergovernmental News Update

Medical Research Funding Bulletin

National Science Foundation Bulletin

NIH Guide for Grants and Contracts

NIH Week

Research Monitor

Science and Government Report

Fellowship Sources for Higher Education Faculty

This is a selected, annotated list of fellowship and grant sources offering significant numbers of awards. Details and deadlines vary each year. Please contact the granting organizations for information on the current year's competition. A list of resources on funding may be found in the Higher Education Journals, Reference Aids section of this Almanac.

Edward F. Albee Foundation, Inc.: William Flanagan Memorial Creative Persons Center Residencies. Better known as "the Barn," the Flanagan Center is a residence for writers (including playwrights, fiction and non-fiction writers and poets), painters, sculptors, and composers. Duration of residency: usually one month. (Contact: Edward F. Albee Foundation, Inc., 14 Harrison St., New York, N.Y. 10013)

Alcohol, Drug Abuse and Mental Health Administration: Awards to encourage qualified physicians, clinical psychologists, social workers, or nurses to pursue careers in mental health research. Candidates must be citizens or permanent residents and must have at least two years of clinical training or experience at the postdoctoral level by the time the award is made. Duration: three years, not renewable. (Contact: ADAMHA, Research Resources Branch, Division of Extramural Research Programs, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, Md. 20857)

American Academy in Rome: Various programs in the arts, classical, and historical studies. (Contact: American Academy in Rome, 41 East 65th St., New York, N.Y. 10021)

American Antiquarian Society: Maintains a major research library in American history and culture through 1876. The library's resources are available for research through various in-residence visiting research fellowships. (Contact: American Antiquarian Society, 185 Salisbury Street, Worcester, Mass. 01609)

American Association of University Women: Postdoctoral Fellowships for women to conduct research in any field. Stipend: Up to $10,000. Dissertation Fellowships: Must have completed all doctoral requirements except the dissertation defense. Stipend: Up to $8,000. Selected professions. Support for women students in final year of study in law, medicine, architecture, or business. (Contact: American Association of University Women Education Foundation Programs, 2401 Virginia Avenue, Washington, D.C. 20037)

American Association for the Advancement of Science: Science, Arms Control, and National Security Fellowships. Available to outstanding postdoctoral to mid-career scientists, engineers, and other appropriate scholars and professionals with some experience with arms control and national security issues. Fellows spend one year working in appropriate executive agencies of the federal government, congressional committees, or support agencies or nonprofit institutions in Washington, D.C. (Contact: AAAS, Senior Program Associate, 1333 H Street, N.W., Washington, D.C. 20005)

American Bar Foundation: 1. Fellowship in Legal History. Stipend: $6,000 for nine months. 2. Research Grants. For research concerning law, legal processes, and law related phenomena. 3. Meyer Research Grants. For modest-sized empirical projects undertaken by faculty members. The sponsor encourages research into the administration of justice and complex legal problems arising from the urbanization of American life. (Contact: American Bar Foundation, 750 N. Lake Shore Drive, Chicago, Ill. 60611)

American Council of Learned Societies: 1. Fellowships: For full-time research by scholars in the humanities or humanistic social sciences. Tenure: six months to one year. Stipend: maximum of $15,000. 2. ACLS/Ford Fellowships: To support research that humanistic perspectives to bear on the following questions: a) the various meanings of equality and their relationship to a socially just society; b) intergenerational responsibility; the obligations of the young to the old, the old to the young, and of both to generations yet unborn; c) the concept of governance, with emphasis on centralization and decentralization, the division of power and authority among levels and branches of government; d) the cultural and philosophical assumptions implicit in concepts and practices of crime and punishment. Tenure: six months to one year. Condition: Receipt of the Ph.D. before January of year of application. Stipend: Not to exceed $15,000. 3. Research Fellowships for Recent Recipients of the Ph.D. Reserved for scholars who received their Ph.D. within the past three years. 4. Grants-in-aid. To advance specific programs or research in progress by contributing to the scholar's essentially personal expenses for that purpose, e.g., travel and maintenance away from home, research or clerical assistance and reproduction or purchase of materials. 5. Travel Grants for Humanists to International Meetings Abroad Awarded to humanists, social scientists, and legal scholars with historical or philosophical interests who will read papers or have a major official role in meetings. 6. Various programs for Chinese Studies. 7. Grants for East European Studies. For research and training in the social sciences and humanities relating to Albania, Bulgaria, Czechoslovakia, the German Democratic Republic, Hungary, Poland, Romania, and Yugoslavia. Stipend: up to $25,000. (Contact: Office of Fellowships and Grants, American Council of Learned Societies, 800 Third Avenue, New York, N. Y. 10022)

American Council on Education: Fellows Program. (Contact: Madeleine F. Green, Director, Center for Leadership Development, American Council on Education, One Dupont Circle, N.W., Washington, D.C., 20036)

American Historical Association: 1. James Franklin Jameson Fellowship. Offered to support research by historians who have received the Ph.D. within the last five years and have not published or had accepted for publication a book-length historical work. Stipend: $9,000 2. Beveridge Grants. Supports ongoing research in the history of the Western hemisphere, with preference given to those having specific research needs, such as the completion of a project or discrete segment thereof. 3. Fellowship in Aerospace History. (Contact: American Historical Association, 400 A Street, S.E., Washington, D.C. 20003)

American Institute of Indian Studies: Fellowship Programs. Various awards for research on India. (Contact: American Institute of Indian Studies, University [illegible] Chicago, 1130 E. 59th St., Chicago, Ill. 60637)

American Philosophical Society: Research Grants. All fields, open to doctoral degree holders. Stipend: $300-$2,500. (Contact: Committee on Research, Research Office, American Philosophical Society, 104 South Fifth Street, Philadelphia, Pa. 19106)

American Political Science Association: Congressional Fellowship Program. Provides opportunities for young and mid-career political scientists to learn more about the legislative process by working as congressional aides for nine months. Condition: Re-

ceipt of Ph.D. within last 15 years, or near completion. Stipend: $16,000 plus travel expenses. (Contact: Catherine E. Rudder, Director, Congressional Fellowship Program, American Political Science Association, 1527 New Hampshire Avenue, N.W. Washington, D.C. 20036)

American Scandinavian Foundation: Fellowships and Grants. Encourages advanced study and research in the Scandinavian countries, including Iceland. Grants (normally $1,500) are considered suitable for those who plan a program in Scandinavia of a few weeks or months. Fellowships (normally $7,500) are typically for doctoral candidates for an extended period of time. (Contact: The American-Scandinavian Foundation, 127 East 73rd Street, New York, N.Y. 10021)

American Schools of Oriental Research: Various programs for both senior and junior scholars. (Contact: ASOR Administrative Director, 4243 Spruce St., Philadelphia, Pa. 19104)

American Sociological Association: Problems of the Discipline Grants. Awards are for the study of sociology as a discipline, including, but not limited to: "an exploratory study, a small conference, travel to consult with specialists, a program of study at a major research center; and projects not ordinarily supported by other sources." Stipend: Maximum of $2,500. (Contact: Executive Officer, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036)

Association of American Colleges: National Fellows Program. Enables faculty and administrators to work as professional staff members in AAC's national office. (Contact: AAC, 1818 R St., Washington, D.C. 20009)

British Institute: Fellowships in the Humanities. Awards related to the study of British life. (Contact: British Institute Fellowships, Suite 400, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036)

John Carter Brown Library: Fellowships. Various programs for scholars engaged in research appropriate to the resources of the library. The collection includes primary materials relating to all aspects of the discovery, exploration, and settlement of the New World. (Contact: Director, John Carter Brown Library, Brown University, Box 1894, Providence, R.I. 02912)

Mary Ingraham Bunting Institute: Academic year and summer fellowships for women scholars. (Contact: Mary Ingraham Bunting Institute, Radcliffe College, Cambridge, Mass. 02138)

Business and Professional Women's Foundation. Fellowships. Various programs for contemporary and historical research on economic issues of importance to today's working woman. (Contact: Business and Professional Women's Foundation, 2012 Massachusetts Ave., Washington, D.C. 20036)

Center for Advanced Studies in the Behavioral Sciences: Postdoctoral Fellowships. Up to 50 residential fellowships annually to scholars showing exceptional accomplishment or promise in their respective fields. Most candidates are nominated by former Fellows or by senior scholars. (Contact: Center for Advanced Studies in the Behavioral Sciences, 202 Juniperro Serra Blvd., Stanford, Calif. 94305)

Center for Field Research: Up to 100 of the most significant field research projects worldwide in all appropriate disciplines. Field research is defined broadly to include any research in the sciences and humanities that directly addresses primary sources—whether natural, artifactual, or archival. To qualify for support, projects must usefully involve in field assignments lay volunteer members (usually not less than 15) of the Earthwatch Research Corps. While support is principally committed to advanced postdoctoral scholarship, portions are reserved for affirmative action, as well as excellent projects by younger postdoctoral scholars and, in special cases, graduate students. In recent years, project grants have ranged from $3,000 to $50,000. (Contact: The Center for Field Research: 10 Juniper Road, Box 127, Belmont, Mass. 02178)

Center for Hellenic Studies: In-Residence Junior Fellowships. Provides fellows with the opportunity for study and research on Ancient Greek Literature, history, or philosophy, utilizing the Center's classics library. (Contact: Center for Hellenic Studies, 3100 Whitehaven St., N.W., Washington, D.C. 20008)

Center for Research on Women: Postdoctoral Research Training Program on Sex Roles and Mental Health. Support for in-residence research on sex roles and mental health of women. Applicants must hold an M.D., Ed.D., D.S.W., or the Ph.D. in the psychological and social sciences. (Contact: Center for Research on Women, Wellesley College, Wellesley, Mass. 02181)

The Center for Theoretical Studies: Postdoctoral Residents. For "recent doctoral graduates with interests and expertise in theoretical aspects of the physical sciences or the history and philosophy of science. Positions in residence at the University of Miami are generally tendered for a period of one year and may be renewed. Residents are free to pursue their own work and will have the opportunity to interact with Fellows of the Center, senior scientists of great distinction." (Contact: Center for Theoretical Studies, University of Miami, P.O. Box 249055, Coral Gables, Fl. 33124)

Committee on Scholarly Communication with the People's Republic of China: For advanced graduate students, postdoctoral scholars, and senior scholars, in the natural sciences, engineering, social sciences, and humanities to undertake long term study and research, or short term lecturing and exploratory visits at Chinese universities and research institutes. (Contact: CSCPRC, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418)

Cooperative Institute for Research in Environmental Sciences: One-year visiting fellowships to scientists with research interests in atmospheric chemistry, atmospheric dynamics, climate dynamics, environmental chemistry and geochemistry, and environmental biochemistry and biology. Awards may be made to senior scientists, including those on sabbatical leave, or to recent Ph.D. recipients. Fellows will pursue their own research programs and participate in Institute seminars. Stipend: scaled to research experience. (Contact: Prof. Robert Sievers, Director of CIRES, Visiting Fellow Program, Campus Box 449, University of Colorado, Boulder, Colo. 80309)

Council for International Exchange of Scholars: Fulbright Awards. Lecturing and research awards for postdoctoral scholars in all fields. Opportunities vary for each country. (Contact: Council for International Exchange of Scholars, 11 Dupont Circle, N.W., Washington, D.C. 20036)

Council on Library Resources: General Research Grants Program. For "topics related to the characteristics and use of information and the structure of library service and informations systems, especially in the context of teaching, research, and scholarship." Cooperative Research Grants Program for Librarians and Faculty Members. Research projects proposed jointly by librarians and members of faculties in library science or when appropriate, other pertinent disciplines. Stipend: Maximum of $3,000. (Contact: Council on Library Resources, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036)

Cushwa Center for the Study of American Catholicism: Research grants for the study of American Catholicism. Stipend: $2,000. (Contact: Cushwa Center for the Study of American

Catholicism, Room 614, Memorial Library, University of Notre Dame, Notre Dame, Ind. 46556)

Lady Davis Fellowship Trust: Awards for Study, Research, or Teaching. Postdoctoral awards tenable at the Hebrew University of Jerusalem and the Technion-Israel Institute of Technology, Haifa for the academic year. Fellowships are for a period of one or two years and may be extended. (Contact: The Lady Davis Fellowship Trust, P.O. Box 1255, Jerusalem, Israel)

Shelby Cullom Davis Center for Historical Studies: Fellowships. Awards for scholars to pursue research and attend the Seminar of the Davis Center. Eligible applications are younger scholars who have finished their dissertations and have a full-time position to which they can return. Senior scholars with established reputations are also eligible. (Contact: Shelby Cullom Davis Center for Historical Studies, Princeton University, 129 Dickenson Hall, Princeton, N.J. 08544)

Department of Justice: National Institute of Justice Fellowships. Various programs including visiting fellowships, grants to individuals, grants to state, local and nonprofit criminal justice organization employees, and summer research fellowships. (Contact: National Institute of Justice, 633 Indiana Avenue, N.W., Washington, D.C. 20531)

Dumbarton Oaks: Fellowships. Grants and in-residence fellowships in Byzantine studies (including related aspects of late Roman, early Christian, Western Medieval, Slavic, and Near Eastern studies); Pre-Columbian studies; and studies in landscape architecture. (Contact: Assistant Director, Dumbarton Oaks, 1703 32nd St., N.W., Washington, D.C. 20007)

Earhart Foundation: Fellowship Research Grants for research in the social sciences or history. Proposals should lead to the advancement of knowledge through teaching, lecturing, and publication. Stipend: up to $20,000. (Contact: Earhart Foundation, Plymouth Building, Suite 204, 2929 Plymouth Road, Ann Arbor, Mich. 48105)

East-West Center: Fellowships. The East-West Center was established to promote better relations and understanding among the people of Asia, the Pacific and the U.S. through collaborative endeavors on common problems. The Center provides opportunities for study, training and research related to the concerns of its institutes and programs. (Contact: Award Services Officer, East-West Center, Burns Hall 1002, 1777 East-West Road, Honolulu, Hi. 96848)

Educational Testing Service: Postdoctoral Fellowship Program. One year awards for research in: psychometrics, cognitive psychology, educational psychology, statistics, higher education, technology, occupational/vocational testing, minority issues, testing issues, or policy studies. Stipend: $24,000. (Contact: Margaret B. Lamb, ETS, Mail Stop 30-B, Princeton, N.J. 08541)

Eppley Foundation for Research, Inc.: Grants. "The foundation awards grants in support of postdoctoral research in advanced scientific subjects. Ordinarily the grants are for one year only." Stipend: averages $10,000. (Contact: Huyler C. Held, Secretary, The Eppley Foundation for Research, Inc., 575 Lexington Avenue, New York, N.Y. 10022)

Ford Foundation Doctoral Fellowships for Minorities: "Three-year predoctoral and one-year Dissertation Fellowships awarded on a competitive basis to U.S. citizens or nationals who are members of the following minority groups: American Indian/Alaska Native (Eskimo or Aleut), Black American, Mexican American/ Chicano, Native Pacific Islander (Micronesian or Polynesian), or Puerto Rican. Awards are for research-based Ph.D. or Sc.D. degree programs in the behavioral and social sciences, humanities, engineering, mathematics, physical sciences, and biological sciences, or for interdisciplinary programs comprised of two or more eligible disciplines. Stipend: predoctoral–$10,000; dissertation–$18,000. (Contact: The Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418)

Fund for the Improvement of Postsecondary Education: The Comprehensive Program. Proposals aimed at encouraging the reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all. Areas of interest include, but are not limited to curricular reform, teacher education reform, graduate and professional education, faculty, staff and organizational development, education for a changing economy, and uses and implications of the new technologies. (Contact: FIPSE, 7th and D Streets, S.W., Washington, D.C. 20202)

German Academic Exchange Service: 1. Study Visits for Faculty. Projects of up to three months' duration for those holding the Ph.D. for more than two years. Stipend: a monthly maintenance allowance and travel inside Germany. 2. Short-term research for Ph.D. candidates and recent Ph.D.'s: Maximum of 32 years of age and good knowledge of German. Stipend: monthly maintenance allowance. (Contact: German Academic Exchange Service, 535 Fifth Avenue, New York, N.Y. 10017)

German Marshall Fund of the United States: 1. Research Fellowships. Projects that seek to improve the understanding of significant contemporary economic, political, and social developments involving the United States and Europe. Duration: three months to a year. Stipend: maximum of $28,000 per year. 2. Short-term Awards for U.S.-European Travel. To assist professional and public officials to participate in conferences organized by universities and research institutes and to assist scholars invited to participate in meetings sponsored by governmental and other nonscholarly organizations. (Contact: The German Marshall Fund of the United States, 11 Dupont Circle, N.W., Washington, D.C. 20036)

Gerontological Society of America: Postdoctoral Research Program in Applied Gerontology. Provides academic gerontologists with exposure to the administrative process and practical experience of conducting applied research by placing them in agencies and organizations that plan or deliver services to old people. Applicants' backgrounds may be in the medical or health sciences, business or economics, or the behavioral and social sciences. (Contact: Program Director, Gerontological Society of America, 1411 K St., N.W., Washington, D.C. 20005)

W.T. Grant Foundation: Research in mental health-particularly stress and coping in school age children. Any discipline is eligible, but it is expected that most will come from pediatrics, child psychiatry, epidemiology, and the behavioral sciences. Nominations by institutions, normally of faculty in first level or rank of appointment. Stipend: up to $32,500 a year for five years. (Contact: Robert J. Haggerty, M.D., President, William T. Grant Foundation, 919 Third Avenue, New York, N.Y. 10022)

John Solomon Guggenheim Foundation: Fellowships. Assists scholars and artists engaging in research in any field of knowledge and creation in any of the arts under the freest possible conditions. Successful candidates ordinarily will have published contributions to knowledge of high merit or have demonstrated proven creative ability in the arts. May not be held concurrently with other awards, except for Fulbright awards. (Contact: John Solomon Guggenheim Memorial Foundation, 90 Park Avenue, New York, N.Y. 10016)

Hagley Museum and Library: Grants-in-Aid. For use of Eleutherian Mills Historical Library's collections relating to French history, 1760 to 1820, and to American history, 1800 to 1950, with special emphasis on business, industrial and technological developments in the lower Delaware Valley. (Contact: Director of the

Hagley Museum and Library, Eleutherian Mills-Hagley Foundation, Box 3630, Greenville, Wilmington, Del. 19807)

Harvard Divinity School Women's Studies in Religion Program: Residency Fellowships. For scholars who provide or show promise of providing leadership in the history and function of gender in the symbolization of religious traditions, the institutionalization of roles in religious communities, and the interaction between religious systems of belief and cultural patterns defining the social roles, status, and image of the female. (Contact: Constance H. Buchanan, Director of Women's Programs, Harvard Divinity School, Cambridge, Mass. 02138)

Heyman Center for the Humanities: Fellowships. Designed to enhance the role of the humanities by exploring and clarifying the interrelationships within the humanities, as well as their relationship to the natural sciences and the professions. Postdoctoral fellowships are for individuals who have received the doctorate within the past two years. (Contact: Director, Society of Fellows in Humanities, Box 100, Central Mail Room, Columbia University, New York, N.Y. 10027)

Institute for Educational Leadership: Educational Policy Fellowships. A one-year professional development program for mid-career professionals from educational agencies and related organizations to learn about public policy. Fellows remain in their full-time positions and are financially supported by their employing agencies. (Contact: Institute for Educational leadership, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036)

Johns Hopkins Program in Atlantic History, Culture and Society: Fellowships. Interdisciplinary approaches to study the history and culture of the Atlantic coast, Africa, and the Caribbean. Fellows must reside in Baltimore and devote full time to research and writing. (Contact: Director, Program in Atlantic History, Culture and Society, Johns Hopkins University, Baltimore, Md. 21218)

George A. and Eliza Gardner Howard Foundation: Six awards will support scholars engaged in full-time independent research projects in the fields of classics and archaeology, history of science, philosophy, and religious studies. The Fellowships are for a period of one year. Applicants should be in the middle stages of their careers and be eligible for sabbatical or other leave from their institutions. Application is through nomination by the institution (two nominees per institution). Stipend: $15,000. (Contact: Mark Shupack, Secretary, The Howard Foundation, Box 1867, Brown University, Providence, R.I. 02912)

Alexander von Humboldt Foundation: Research Fellowship. Research projects in the Federal Republic of Germany and West Berlin. Stipend: 1,600 to 2,200 DM per month. (Contact: Alexander von Humboldt Foundation, Jean Paul-Strasse 12, D5300, Bonn 2, Federal Republic of Germany)

Institute for Advanced Study: The Institute appoints members who wish to pursue independent work in residence (from one term to two years) at one of its four schools: Mathematics, Natural Sciences, Historical Studies, and Social Sciences. Senior scholars of well-established reputation are balanced against younger applicants who have promise but fewer publications. Applicants who research falls within the interests of one or more regular Institute faculty are preferred. About half the members receive support from the Institute; the other half are supported by their own institutions or outside grants. (Contact: Institute for Advanced Study, Olden Lane, Princeton, N.J. 08540)

Institute for European History: Fellowships: To promote research on the Reformation and the History of Europe from the 16th century to the present, the Institute annually awards twenty fellowships to young historians from Europe and abroad. Fellows are in residence in Mainz, Germany. Candidates must have a thorough command of German and be either at the advanced stages of their dissertation or already in possession of their doctorate. Duration: six months to a year. Stipend: between $450 and $600 a month. (Contact: Professor Karl Otmar Freiherr von Aretin, Direcktor der Abteilung Universalgeschichte, D-6500, Alte Universitatsstrasse 19, West Germany)

International Research and Exchanges Board (IREX): Exchanges and Fellowships. Various programs for research on the Soviet Union and Eastern Europe, and for exchanges with those nations. (Contact: IREX, 655 Third Avenue, New York, N.Y. 10017)

Japan Foundation: Fellowship Program. "Professional" fellowships for those with substantial training in some aspect of Japanese studies and who desire to carry out research in Japan. (Contact: The Japan Foundation, 342 Madison Avenue, New York, N.Y. 10173)

Joint Center for Political Studies: Distinguished Scholars Program. Fellowships for outstanding scholars and public policy analysts to spend up to one year in residence at the Joint Center for Political Studies to conduct research on issues of importance to Black Americans. (Contact: JCPS, 1301 Pennsylvania Avenue, N.W., Washington, D.C. 20004)

The W.K. Kellogg Foundation: National Fellows Program. A three-year program designed for individuals in the early years of their professional careers. A basic aim of the program is to assist future leaders in developing skills and competencies which transcend traditional disciplinary and professional methods of addressing problems. To this end, the program provides experiences which equip participants to address social issues in agriculture, education and health. Fellows are expected to spend about one-fourth of their time on Fellowship-related activities including a self-designed learning plan for personal and professional improvement as well as group seminars. Stipend: up to $30,000 plus 12.5 percent of the Fellow's annual salary. (Contact: National Fellowship Program, Kellogg Foundation, 400 North Avenue, Battle Creek, Mich. 49017)

Memorial Foundation for Jewish Culture: Scholarly, literary, or art projects in a field of Jewish specialization. Stipend: $1,000 to $4,000 per year. (Contact: Dr. Laurie Etzkowitz, Fellowship Program, Memorial Foundation for Jewish Culture, 15 E. 26th Street, New York, N.Y. 10010)

Metropolitan Museum of Art: 1. Chester Dale Fellowships. For scholars under age 40 whose fields are related to the fine arts of the western world. 2. Andrew W. Mellon Fellowships. For promising young scholars with research projects related to the Museum's collections, as well as for distinguished American and foreign visiting scholars who can serve as teachers and advisers and make their expertise available to catalog and refine the collections. 3. J. Clawson Mills Scholarships. For scholars interested in pursuing research projects in any branch of the fine arts related to the Museum for one year. Generally reserved for mature scholars of demonstrated ability. (Contact: Secretary of the Grants Committee, Office of Academic Affairs, The Metropolitan Museum of Art, Fifth Avenue and 82nd Street, New York, N.Y. 10028)

Henry A. Murray Research Center: Radcliffe Research Support Program. Small grants to support postdoctoral research in the humanities, social and behavioral sciences using the resources of the Schlesinger Library (history of women in America) and Murray Center (changing life experiences of women). (Contact: Henry A Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, Mass. 02138)

National Academy of Education: See entry below under "Spencer Foundation."

National Council of Teachers of English: Grants. Research grants are available in the arts and education. (Contact: NCTE, 1111 Kenyon Road, Urbana, Ill. 61801)

National Education Association: See information on NEA-sponsored grant opportunities, see The National Foundation for the Improvement of Education in the NEA and Higher Education section of this *NEA Almanac.*

National Endowment for the Arts: Many programs, including fellowship and academic exchanges. (Contact: National Endowment for the Arts, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506)

National Endowment for the Humanities. Many programs, including "Fellowships for Independent Study and Research," "Summer Stipends," and "Travel to Collections"—travel to research collections of libraries, archives, museums, or other repositories. (Contact: National Endowment for the Humanities, 1100 Pennsylvania Ave., Washington, D.C. 20506)

National Geographic Society: Grants-in-aid. For basic research in the sciences pertinent to geography, including anthropology, archaeology, astronomy, biology, botany, glaciology, paleontology, oceanography, ornithology, marine biology, mineralogy, geology, entomology, ethnology, ecology, and zoology. Support may be provided for field projects. Stipend: $200 to $50,000. (Contact: Edwin W. Snider, Secretary, Committee for Research and Exploration, National Geographic Society, 17th and M Streets, N.W., Washington, D.C. 20036)

National Humanities Center: Fellowships to postdoctoral scholars in all humanistic disciplines, including history, to pursue their own research topics. Tenure: mostly for entire academic year; one semester possible. Salary: equivalent to academic salary. (Contact: National Humanities Center, 7 Alexander Drive, Research Triangle Park, N.C. 27709)

National Institutes of Health: Academic Research Enhancement Award. Funding for feasibility studies, pilot studies, and other small-scale research projects. Decisions are based on the project's scientific merit and relevance to NIH programs, as well as on the applicant institution's contribution to the undergraduate preparation of doctoral-level health professionals. Stipend: Up to $50,000 in direct costs, plus applicable indirect costs for a period not to exceed 24 months. (Contact: Office of Grant Inquiries, Division of Research Grants, National Institutes of Health, Westwood Building, Room 449, Bethesda, Md. 20892)

National Research Council: Resident, Postdoctoral, and Cooperative Research Associateship awards are offered to scientists at the doctoral level for work in one of more than 30 federally sponsored research laboratories in virtually all of the physical and biological sciences. Tenure is normally 12 months for regular Associates and 3 to 24 months for senior Associates. Stipend: $24,500 to $50,000 (Contact: National Research Council, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, Washington, D.C. 20418)

National Science Foundation: Many programs. Of special interest: 1. Fellowships for Tenures in Industrialized Countries. Will support U.S. junior and senior scientists wishing to conduct research at foreign institutions of excellence in industrialized countries. Tenure abroad may range from 4 to 12 months. In the case of junior scientists, fellowships may include additional time at the home institution after return to the U.S. (Contact: Mr. Henryk Uznanski, Division of International programs, address below), 2. Mathematical Sciences Postdoctoral Research Fellowships. Research in pure mathematics, applied mathematics and statistics. Candidates must have held the doctorate for not more than five years, and have not held a previous NSF Postdoctoral Fellowship. Duration: Two academic years and six summer months. Stipend: about $55,000. (Contact: Mathematical Sciences Postdoctoral Research Fellowships, Mathematical Sciences Section, address below), 3. NATO Postdoctoral Fellowships in Science. Study and research at institutions outside the U.S. that are members of NATO. Fields covered include mathematical, physical, medical, biological, engineering and social sciences. (Contact: Division of Scientific Personnel Improvement, address below), 4. Presidential Young Investigator Awards. Cooperative Research Support from government and industry for promising young science and engineering faculty. Nominations are made by department heads. Stipends: $25,000-$62,500 per year; require industrial matching of NSF funds over $25,000. (Contact: Dr. Fred Oettle, Office of Scientific and Engineering Personnel and Education, address below), 5. Visiting Professorships for Women. Enables a woman scientist or engineer to undertake advanced research at a host institution. The research must be in a field normally supported by NSF, and may be conducted independently or in collaboration with others. (Contact: Dr. Margaret Klein, Program Director, NSF Visiting Professorships for Women) For all programs: National Science Foundation, 1800 G Street, N.W., Washington, D.C. 20550

Newberry Library: Fellowships. Support is provided for exchange programs, research in residence and writing relevant to the Newberry Library collections. The library's holdings consist of a general collection on the humanities within Western civilization from the late Middle Ages to the early twentieth century. (Contact: Committee on Awards, The Newberry Library, 60 West Walton St., Chicago, Ill. 60610)

Organization of American States: Fellowship Program. For advanced study or research in any field, with the exception of the medical sciences, with priority given to the studies, research, and training necessary for the expansion of man's productivity. (Contact: Department of Fellowships and Training, OAS, Washington, D.C. 20006)

Population Council: Fellowships in the Social Sciences. Fellowships may be awarded in the fields of population studies (including demography and biostatistics) or for study plans in population in combination with a social science discipline. Awards for postdoctoral study are open to scholars to wish to undertake training and research with populations specialization. Mid-career study awards are open to scholars with substantial professional experience wishing to undertake a specific plan of training and study to update and strengthen their professional skills. (Contact: The Population Council, One Dag Hammarskjold Plaza, New York, N.Y. 10017)

The Research Corporation: Cottrell Research Grants. Aids academic scientists in conducting basic research in the physical sciences. Emphasis on support of faculty in early stages of their careers and of "particularly speculative" work of established scientists. Stipend: direct expenses "essential to the prosecution of the research proposed." (Have recently ranged from $2,500 to $40,000). (Contact: The Research Corporation, 6840 East Broadway Boulevard, Tucson, Ariz. 85710)

Resources for the Future: 1. Gilbert F. White Fellowship Program. Intended for young professionals who conduct investigations of a social or policy problem in natural resources, energy, or the environment. Open to all who have completed the work for a doctorate. Stipend: $24,000. 2. The RFF Small Grants Program Awards on issues related to the environment, natural resources, or energy. Tenure: between two months and two years. Stipend: maximum of $30,000. 3. Fellowships in the Natural Sciences. Designed to encourage collaboration between natural scientists and social scientists in the analysis of resource and environmental problems. Open to scientists with five or more years of experience. (Contact: Resources for the Future, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036)

The Rockefeller Foundation: 1. Fellowships in the Humanities. The Fellowships have aided scholars whose work advances understanding of the modern world through clarification of the past or direct assessment of the present. For the past several years, the fellowships have been offered as residences at host institutions selected for their potential to promote individual scholarship in the humanities. Host institutions include academic departments, area studies, and other interdisciplinary programs, museums, and other arts and cultural organizations. These institutions select scholars to receive Rockefeller Foundation Fellowship stipends. They encourage interaction between their permanent experts and the visiting scholars, and they make libraries, special collections, and other facilities available in their specialized areas of research. By providing resident fellowships, the Foundation seeks to make outstanding resources accessible to individual scholars, to stimulate exchange within and between disciplines, and to strengthen emerging areas of inquiry in the humanities. Information about eligibility is available from each host institution. (For a list of host institutions, contact: The Rockefeller Foundation, address below) 2. Fellowships in Agriculture, Population, and Rural Development. Preference is given to young social scientists with no experience in international agriculture, rural development or population studies. Fellows develop and carry out research for two years at developing country universities, international agricultural research institutions, etc. Stipend: salary of a beginning assistant professor. (Contact: Joseph M. Bookmyer, Manager, Fellowship Office, address below). 3. Research Grants for studies of changing Gender Roles in Post-Industrial Societies. To encourage research which can lead to a new understanding of the inter-relationships of gender with other important phenomena in post-industrial societies. Projects may examine the social, legal, economic, psychological, philosophical and historical dimensions of the changing status and perception of women. Stipend: from $10,000 to $70,000. (Contact: Gender Roles Program) For all programs: The Rockefeller Foundation, 1133 Avenue of the Americas, New York, N.Y. 10036

The Rotary Foundation. Grants. Support for teaching at universities in other countries, especially in developing countries. The fields taught must have international applications in the general areas of economic, political, social or cultural studies. Applicants must hold the rank of associate professor or higher, and must not be Rotarians. Stipend: about $10,000. (Contact: The Rotary Foundation, 1600 Ridge Avenue, Evanston, Ill. 60201)

Russell Sage Foundation: Postdoctoral Fellowships. Intended for young scholars in the social sciences who have already made a contribution to research and would benefit from a year in which to pursue their research interests full time. Nominations accepted only from senior scholars, not from the candidates themselves. (Contact: Russell Sage Foundation, 112 East 64th Street, New York, N.Y. 10021)

School of American Research: Resident Scholar Fellowship Program. For advanced (both pre- and post-doctoral studies in anthropology and related fields, stressing Southwestern studies. Stipend: housing and $650 per month. (Contact: Resident Scholar Program, School of American Research, Box 2188, Santa Fe, N.M. 87501)

Sigma Xi: The Scientific Research Society: Grants-in Aid of Research. Research awards are made to individuals in any scientific discipline. Preference is given to applicants in the early stages of their careers. Stipend: ranging from $100 to $1,000. (Contact: Sigma Xi: The Scientific Research Society, Committee on Grants-in-Aid of Research, 345 Whitney Avenue, New Haven Ct. 06511)

Alfred P. Sloan Foundation: Sloan Fellowships for Basic Research. For basic research in the physical sciences, economics and certain interdisciplinary fields such as geochemistry, astrophysics, and neuroscience. Nominations may be submitted by senior scientists who are in a position to identify unusually prominent younger colleagues. Candidates must be members of the regular faculty, though in neuroscience advanced postdoctoral fellows may also be considered. The upper age limit for candidates is 32. Stipend: $25,000. (Contact: Program Administrator, Sloan Fellowships for Basic Research, Alfred P. Sloan Foundation, 630 Fifth Avenue, New York, N.Y. 10011)

Smithsonian Institution: Fellowships and Grants. Many programs including Fellowships and Grants in the history of mathematics, physical sciences, medicine, and the history of science in America. (Contact: Catherine F. Harris, Administrative Officer, Office of Fellowships and Grants, The Smithsonian Institution, 955 L'Enfant Plaza, Room 3300, Washington, D.C. 20560)

Social Science Research Council: 1. Postdoctoral Grants for International Research. Research in one country, comparative research between countries in one area, and comparative research between areas. Current area programs: Africa, all regions of Asia, and Latin America. 2. Fellowships in International Security. Postdoctoral scholars from the physcial and biological sciences as well as from the social and behavioral sciences are eligible. 3. Fellowships in Russian and Soviet Studies. Provides three years of summer support and one semester free of teaching for scholars in the first three years of an academic appointment. 4. Research Fellowships in Foreign Policy Studies. Supports research on U.S. foreign policy-making processes that goes beyond the conventional focus on the foreign policy and national security agencies of the U.S. federal executive. (Contact: Social Science Research Council, Fellowships and Grants, 605 Third Avenue, New York, N.Y. 10158)

The Spencer Foundation: 1. Various programs for research in education. (Contact: The Spencer Foundation, 875 N. Michigan Ave., Chicago, Ill. 60611) 2. Junior Fellowship Program for recent recipients of the Ph.D., sponsored by the National Academy of Education. (Contact: Gail Kelley, Spencer Fellowship Program, National Academy of Education, Graduate School of Education, Harvard University, 108 Longfellow Hall, Cambridge, Mass. 02138)

Stanford Humanities Center: External Faculty Fellowships. For both juniors and seniors to spend a year at the Center. Seniors encouraged to arrange other financial support. (Contact: Stanford Humanities Center, Mariposa House, Stanford University, Stanford, Calif. 94305)

The Tinker Foundation: Tinker Postdoctoral Fellowships and Tinker Field Research Grants. For research in the social sciences, marine sciences, and international relations which contributes to better understanding among the peoples of North America, Latin America, and Iberia. Postdoctoral Fellowships are open to scholars who have completed their doctoral studies no less than three years and no more than ten years prior to the time of application. Candidates are required to affiliate themselves for the duration of the Fellowship with an institution other than their home university. Stipend: $25,000. (Contact: The Tinker Foundation, 55 East 59th Street, New York, N.Y. 10022)

The Twentieth Century Fund: Research Awards. Commissioned research projects on topics of interest with public policy recommendations, including domestic policies, politics, and economics; urban problems and social issues; communication, science, and technology; U.S. policy in the international arena. Stipend: all reasonable costs (Contact: Assistant Director for Research, The Twentieth Century Fund, 41 East 70th Street, New York, N.Y. 10021)

UCLA Institute of American Cultures: Fellowship Awards for both recent Ph.D. recipients and senior scholars for American Indian, Asian American, Chicano, and Afro-American studies. (Contact: UCLA/Institute of American Cultures, University of California, Los Angeles, Campbell Hall, Los Angeles, Calif. 90024)

Virginia Center for the Humanities: The Center supports individual and collaborative residencies to assist scholars and teachers; library, museum and media professionals; and citizens working in the humanities to interpret modern society and to improve the quality of public discourse. Stipends range up to $3,000 per month; residencies available for one month to one year. (Contact: David Wyatt, Virginia Foundation for the Humanities, 1939 Ivy Road, Charlottesville, Va. 22903)

Ludwig Vogelstein Foundation: Grants will support original projects in the arts and humanities of individuals who do not have access to other sources of support. Stipend: average of $3,000; maximum of $5,000. (Contact: Douglas Blair Turnbaugh, Treasurer, Ludwig Vogelstein Foundation, Inc. Box 537, New York, N.Y. 10013)

Walker Art Center: Scholars-in-Residence. To give scholars the opportunity to work directly with visual and performing artists in the context of a museum. Fellows will spend at least 50 percent of their time at the museum working with the curators and program directors on special projects related to the Walker Art Center programs. The balance of the scholar's time will be spent pursuing his or her own research at the University of Minnesota, where office space and access to the specialized libraries will be provided. (Contact: Office of the Director, Walker Arts Center, Vineland Place, Minneapolis, Minn. 55403)

Wang Institute of Graduate Studies: Chinese Studies Fellowships Full-time research relating to any period of Chinese Studies. Preference will be given to applications in the humanities and social sciences. (Contact: Wang Institute of Graduate Studies, Fellowship Program in Chinese Studies, Tyng Road, Tyngsboro, Mass. 01879)

Weizman Institute of Science: Postdoctoral Fellowships: The Feinberg School of the Weizman Institute offers about 20 one-year postdoctoral fellowships per year in all areas of research in which the Weizman Institute is engaged. The fellowships are open to citizens of all countries. (Contact: Dorothy Schriver, Program Director, Feinberg Graduate School, Weizman Institute of Science, Box 26, Rehovot 76100, Israel)

Wesleyan University Center for the Humanities: Mellon Postdoctoral Fellowships. The purpose is to promote interdisciplinary interest among younger humanists, to direct their attention to problems of pedagogy on the undergraduate level, and to associate them with a distinguished teaching and research faculty in their immediate postgraduate years. Open to scholars in any field of humanistic inquiry who have received their Ph.D. degrees within the past three years. Preparation of one course is required; otherwise time is free. Residence in Middletown required. Stipend: $18,000. (Contact: The Director, The Center for the Humanities, Wesleyan University, Middletown, Conn. 06457)

Woodrow Wilson International Center for Scholars: The Center awards fellowships in one broadly defined category: History, Culture and Society, and five more focused programs: American Society and Politics, Kennan Institute for Advanced Russian Studies, Latin American Program, International Security Studies Program, and East Asia Program. Academic participants must be at the postdoctoral level, and normally will have published a major work beyond the Ph.D. dissertation. The Center provides no laboratory facilities, but welcomes applications from scientists, particularly those writing on philosophical or social issues in science and technology. Fellows will be in residence at the Center for appointments of 4 to 12 months and they must devote full time to the major research project proposed in the application. Stipend: equal to the fellow's income for the previous year. (Contact: Woodrow Wilson International Center for Scholars, Smithsonian Institution Building, Washington, D.C. 20560)

Carter Woodson Institute for Afro-American and African Studies at the University of Virginia: For completion of research in progress in the humanities and social sciences on Africa, Africans, and peoples of African descent. Stipend: $10,000 (predoctoral); ($20,000 postdoctoral). (Contact: William E. Jackson, Associate Director for Research, Carter G. Woodson Institute for Afro-American and African Studies, The University of Virginia, 1512 Jefferson Park Avenue, Charlottesville, Va. 22903)

NEA and Higher Education

NEA Policy Statements on Higher Education

In higher education, as in all education, the mid-1980s have been a time of reform ferment. In 1986, a special seven-person Advisory Group to the NEA Executive Committee on Reform in Higher Education reviewed basic NEA policies in light of the questions and concerns raised by the higher education reform movement. The report of this special panel was mailed to all NEA members in higher education as a special issue of the NEA Higher Education Advocate *(dated January 30, 1987).*

The Advisory Group report covers 14 different reform issues: curriculum reform, student assessment, academic and intellectual freedom, access to higher education, faculty governance, evaluation of faculty, research, school-college partnerships, teacher education reform, professional compensation, graduate and professional education, accreditation, vocational education, and the exploitation of student athletes. In addition, the NEA Standing Committee on Higher Education developed a report on part-time, temporary, and nontenure track faculty appointments.

Besides the specific statements adopted in 1987, NEA positions in higher education are established by Resolutions (expressions of the Association's goals), by its legislative program, and by New Business ("specific in nature and terminal in application") adopted annually by delegates to the NEA Representative Assembly. Following is a summary of policies that relate to higher education.

NEA Resolutions Related to Higher Education

Note: Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended or reviewed.

A. General

Higher Education (C-7)

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan programs.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 86)

B. National Issues

Federal Financial Support for Education (A-9)

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all.... The Association will continually seek federal support for the whole of public elementary, secondary, and postsecondary education....

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.... (83, 86)

Higher Education Research and Study Grants (B-2)

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

Evaluation and Promotion in Higher Education (B-3)

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

Need-Based Funding in Higher Education (B-4)

The National Education Association believes that funding based only on enrollment discourages long-range planning and constrains the ability of colleges, community colleges, and universities to offer high-quality education. The Association supports funding programs in higher education based on student need and enrollment. (86)

Rural Education (A-19)

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools. (76, 85)

American Indian/Alaska Native Education (B-6)

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures. . . .

The Association supports programs that provide for—

- Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs.

- American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions. (76, 86)

Chicano-Hispano Education (B-7)

The National Education Association recognizes that the complex and diverse needs of Chicano-Hispano children require the direct involvement of Chicano-Hispano educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts that provide for—

- Federal and state programs establishing educational opportunities for Chicano-Hispano children.
- Federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession. (72, 87)

Black Higher Education Institutions (I-5)

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

C. Campus Issues

Credit-Hour Evaluation (C-8)

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

Misuse of Part-Time Faculty (F-15)

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-

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time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76, 86)

D. Teacher Preparation

Teacher Preparation Programs: Entry (D-7)

The National Education Association believes that its affiliates should continue to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 87)

Teacher Preparation Programs: Content and Evaluation (D-8)

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

- Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program.
- Involve students preparing to teach in the evaluation and improvement of the standards of the program.
- Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching.
- Include a policy of affirmative recruitment.
- Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching.

- Include required courses in the liberal arts, subject or grade-level specialty, reading, research or information skills, and professional studies that include learning theories, curriculum design and teaching techniques.
- Include training in student assessment, classroom management, discipline, group processes, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations.
- Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 87)

Teacher Preparation Programs: Student Teaching (D-9)

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession. (70, 86)

Teacher Preparation Programs: Professional Participation (D-10)

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

- Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.
- Encourage students to join the Association.
- Recommend that advisors of the NEA Student Program be Association members.
- Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education.
- Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70,85)

Vocational Education (C-20)

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and existing industrial and practical arts education courses. (76, 86)

Technology in the Educational Process (B-17)

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

- Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.... (81, 86)

The NEA Legislative Program for the 100th Congress: Specific Provisions for Postsecondary Education

First Tier: NEA Priority Legislative Initiatives

I. Increased Federal Funding for Education

NEA ... supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; grants to support vital research functions; student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges and developing institutions.

II. Collective Bargaining

NEA supports a federal statue that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, and universities. This statute should allow for the continued operation of state statutes that meet federally established minimum standards and should assure that college and university faculty are not excluded from coverage because of their participation in a faculty senate or other system of institutional governance.

NEA objectives can best be achieved by a federal collective bargaining statute that is based on the power of Congress to regulate interstate commerce, and the February 1985 decision of the United States Supreme Court in *Garcia v. San Antonio Metropolitan Transit Authority* indicates that this type of statute would be constitutional. The focus of the NEA's legislative effort should be to secure Congressional action under the Commerce Power, although other relevant sources of Congressional power-including the Spending Power-should not be ignored.

NEA's commitment to securing a federal collective bargaining statute for the employees of public schools and colleges and universities remains constant. The Action Plan for collective bargaining in support of the commitment will be reassessed on a continuing basis.

Second Tier: Current Priority Congressional Issues

Postsecondary Education

NEA supports—

- Federal programs which enhance effectiveness of and advance excellence in two- and four-year postsecondary education institutions.
- Development of the nation's intellectual capital.
- Development and retention, through programs including scholarships and loan forgiveness, of future teachers for the pursuit of excellence in our nation's schools and postsecondary institutions.
- Promotion of research and the development of knowledge.
- Preservation of Institutional vitality.
- Assurance of equality of educational opportunity.
- Assurance of equal treatment for two- and four-year institutions.
- Assurance of the welfare, economic security, and professional development of all postsecondary members.

New Higher Education Business Adopted By the 1987 NEA Representative Assembly

Acquired Immune Deficiency Syndrome (AIDS) Education

The NEA recognizes the responsibility of schools to respond to the crisis of Acquired Immune Deficiency Syndrome (AIDS)/ sexually transmitted diseases in today's society.

The NEA urges the establishment of comprehensive AIDS/ sexually transmitted disease prevention programs in schools, colleges, and universities during the 1987-88 school year. These programs must include education about prevention options, including abstinence and medically accepted protective devices.

These programs should be developed at the local level by educators, administrators, parents and community representatives.

Only properly certified personnel may present materials relative to AIDS/sexually transmitted diseases. The persons who present such materials shall receive in-depth training in those materials.

Funding for the National Foundation for the Improvement of Education

The National Education Association shall allocate $1 of dues per member for each of five years for the purpose of increasing the funding level of the National Foundation for the Improvement of Education (NFIE). The money is to be placed in the NFIE's Endowment Fund each of the five years. This allocation shall begin during the 1988-89 membership year.

Revision of Training Components

The 1987 Representative Assembly directs the NEA to begin revising all training components so that they are sensitive to educational support personnel and higher education issues. First priority should be given to Bargaining Behavior, Modules I, II, and III. These three components shall be completed no later than January 1, 1988, and all others by January 1, 1989. The NEA will discontinue the use of existing materials as soon as replacements are available.

Peace Corps

The NEA shall monitor the development of any proposal regarding the institutionalization of the Peace Corps through the establishment of its organization on college campuses, as a parallel option to the Reserve Officers Training Corps (ROTC) model.

Data on Higher Education Contracts

The NEA Representative Assembly directs the NEA leadership to make all reasonable efforts to collect each higher education contract and the necessary data to update the NEA Research Computer Network (RCN) database on an annual basis. The NEA executive director will report to the NEA Board of Directors by its September meeting on progress in updating the database.

Publication of Information on Effects of Military Spending

NEA will publicize on an ongoing basis in *NEA Now*, *NEA Today*, *ESP Progress* and *Higher Education Advocate* the effects of military spending, including the research, development, and deployment of the Strategic Defense Initiative, on federal funding for education.

NOTE: Copies of the special *Advocate*, the "Report and Recommendations on Part-Time, Temporary, and Nontenure Track Faculty," and of the full text of NEA policies adopted by the Representative Assembly, which appears in the booklet *Resolutions, Legislative Program and New Business: 1986-87* are available from NEA at 1201 16th Street, N.W., Washington, D.C. 20036.

The Standing Committee on Higher Education

The NEA Standing Committee on Higher Education deliberates upon, prepares, and presents to appropriate NEA policymaking bodies recommendations on existing or proposed Association policy related to higher education. The committee works for the full integration of higher education into the program of the Association and transmits to the NEA president and executive director relevant data for planning purposes.

Standing Committee on Higher Education: Membership, September 1987

James M. Davenport, chairperson
Washtenaw Community College, Michigan

Byron W. Bender, University of Hawaii–Manoa

Betty J. Cunningham, elementary representative
Richland County Public Schools, South Carolina

Dr. Elizabeth Friot, Metropolitan State College, Colorado

Patricia A. Gozemba
Salem State College, Massachusetts

David A. Jerde, St. Cloud State University, Minnesota

Alba N. Lebron de Ayala
University of Puerto Rico

Priscilla R. McGuire, secondary representative
Colebrook Education Association, New Hampshire

T. Jean Peters, Mt. Hood Community College, Oregon

VirginiaAnn Shadwick, San Francisco State University, California

Gerald W. Waldrop, Gadsden State Junior College, Alabama

Roy C. Weatherford, University of South Florida

Martha Stergios, California, student representative

Staff Liaison Kristeen Hanselman, Manager
Gerie Bledsoe, Coordinator

Summary: 1986-87 Report of the Standing Committee on Higher Education

The Standing Committee on Higher Education addressed four charges during 1986-87:

- to submit recommendations on the theme, format, and speakers for the 1987 NEA Higher Education Conference and for the meeting of those local presidents at the conference.
- to recommend ways to enhance NEA's image in the higher education community.
- to develop policy on the use of part-time faculty.
- to recommend strategies for working with other organizations to discourage and eliminate the exploitation of student athletes.

In response to the first charge, the committee made several recommendations concerning the Higher Education Conference:

- that the theme be Reform in Higher Education.
- that the conference program feature panel discussions of the policy statements on reform of higher education developed by the Higher Education Advisory Group to the NEA Executive Committee.
- that President Mary Hatwood Futrell be invited to present the keynote address.
- that a budget hearing be considered as part of the conference program.

The committee was delegated responsibility for continuing the Advisory Group's work on reform in higher education, i.e., approving suggested changes in, and additions to, the 14 policy statements drafted by the Advisory Group. The policy statements were approved by the NEA Executive Committee and published in the January 30, 1987 issue of the *NEA Higher Education Advocate.*

In response to its second charge regarding enhancement of NEA's image in higher education, the committee helped to establish the National Council for Higher Education (NCHE) to involve higher education faculty and academic staff, especially elected local officers, more directly in NEA governance, and to facilitate the delivery of service to those units.

Aware that NEA's image is enhanced by high quality publications, the committee is gratified that its recommendation to retain a staff editor for higher education publications has been accepted. Data collection, analysis, and distribution are also major ways of enhancing NEA's image in higher education. The Committee commends NEA Research for its efforts in this area.

At its final meeting of the year, the committee approved a report on part-time and temporary faculty, thus fulfilling its third charge.

In response to its fourth charge, the committee established a subcommittee to review the activities of NEA and other organizations regarding the exploitation of student athletes. The subcommittee planned to submit its report to President Futrell by July 1.

For 1987-88, the Standing Committee recommends that its charges be as follows:

- to make recommendations regarding the theme, format and speakers for the Higher Education Conference and the meeting of local presidents at the conference.
- to continue developing NEA policy regarding the reform of higher education, especially in the area of vocational/occupational education in conjunction with other appropriate committees.
- to develop a policy handbook on the treatment of part-time and temporary faculty.
- to advise on developing membership recruitment materials for educational support personnel in higher education.
- to develop guidelines on sexual harassment in higher education.

The committee also recommends:

- the convening of a special group to review and update the NEA Higher Education Legislative Agenda.
- a special study by NEA Research of part-time faculty in NEA higher education units.
- a comprehensive review of the retirement plans of educators.

The NEA Higher Education Journal

Published semiannually, *Thought & Action* is the National Education Association's journal of higher education. With editorial responsibility residing in a Review Panel of working faculty from across the nation, *Thought & Action* publishes articles that "present the kind of intelligent dialogue (more accurately polylogue) the unsettles presuppositions, shakes loose comfortable assumptions, and generates responsible thought and action." The journal welcomes submissions on higher education topics as well as nominations for positions on the Review Panel.

Thought & Action Review Panel: 1987-1988

Angel Amy-Moreno
Department of Social Sciences
Roxbury Community College
Boston, Massachusetts

Belinda A. Aquino
Department of Political Science and Center for Philippine Studies
University of Hawaii at Manoa
Honolulu, Hawaii

William Crist
Department of Economics
California State University, Stanislaus
Turlock, California

Arlyn Diamond
Department of English
University of Massachusetts
Amherst, Massachusetts

Carol Gaede
Department of Speech Communications and Theater Arts
Moorhead State University
Moorhead, Minnesota

The address for article submissions and Review Panel nominations is: **Thought and Action**, NEA Communications, 1201 16th Street, N.W., Washington, D.C. 20036.

Grant Programs of NFIE

The National Foundation for the Improvement of Education (NFIE) was created in 1969 by the National Education Association as a 501(c)(3), nonprofit, tax-exempt, educational and charitable foundation. Its chartered mission: "to improve the quality of education available to citizens of the United States and other countries."

In 1985 NFIE redesigned its focus to better fulfill its mission by becoming a grant-giving foundation. It was also in this year that NEA voted to endow the Foundation and to launch Operation Rescue, its national dropout prevention program. In 1987, the NEA's Representative Assembly voted to set aside $1 per member each year for the next five years to create a $13 million endowment for the fund.

NFIE now operates several grants programs of interest to higher education and other members of the NEA. Higher education members are eligible to apply for each of the following:

- *Operation Rescue.* Deadline: March 15, 1988. Amount: $50,000 total for up to two years.

Local associations may apply, whether that association is a higher education or K-12 affiliate. The focus is on action-oriented dropout prevention programs, primarily for K-12 students, but may involve substantial effort of higher education affiliate working with K-12 teachers and students.

- *Carr Grants Program*-Deadline: February 1, 1988. Amount: up to $2,500 for one year.

Individual members, local Associations, and educators from other countries who are members of the World Confederation of Organizations of the Teaching Profession may apply. The focus is on projects in international understanding, global education, or world peace.

- *Hilda Maehling Fellowship Program*-Deadline: December 1, 1988. Amount: up to $4,000 for one year.

Individual members, teams of members, and local Associations may apply. The focus is on professional development activities that increase members' capabilities to meet the educational needs of students or to engage in professional organization activities.

- *Christa McAuliffe Institute for Educational Pioneering*-Deadline: February 1, 1988.

Teams of educators actively engaged in teaching students in pre-kindergarten through post-secondary levels may apply to attend a summer conference exemplifying the best qualities of Christa McAuliffe. Aspiring teachers will participate in the teams. This year's theme is: *Preparing All Students for the 21st Century: Creative Uses of Technology.*

Further information on each grant program is available from NFIE by telephone (202-822-7840) or by letter to NFIE, 1201 16th Street, N.W., Washington D.C. 20036.

NEA Membership and Benefits

The National Education Association, with a membership of nearly 1.9 million and the experience of 130 years of educational advocacy, is the largest and oldest college and university faculty organization in the United States. NEA represents faculty and support staff interests on campus, in state legislatures, and in Washington, D.C., working to safeguard intellectual freedom, tenure, the right to a voice in academic governance, and professional integrity.

On campus, NEA offers professional advice and assistance on a wide variety of key issues: governance, professional rights and responsibilities, academic freedom, salary and benefit levels, pension reform, grievance procedures, and political action and lobbying.

Where collegiality and conciliation have failed to promote faculty and staff interests, collective bargaining may be the most appropriate method to resolve problems. NEA represents more higher education faculty and staff at more institutions through collective bargaining than any other organization.

All over the United States, NEA professional staff help local members negotiate and administer collective bargaining agreements. Where appropriate, staff negotiate contracts. Elsewhere, they train and advise negotiators. In all situations, elected leaders and members of local units determine the role staff need to play.

Where collective bargaining is not an option, NEA political influence helps win increased funding and strengthen faculty rights. In the 1984 elections, the NEA Political Action Committee (NEA-PAC) contributed over $2.4 million to support pro-education candidates for federal office. No other professional or labor organization contributed as much.

On Capitol Hill in Washington, D.C., NEA lobbyists work for increased research and program funding, more flexible grant and loan policies, and increased student aid and faculty salary funding. At the state level, NEA state affiliates are often the most potent statewide lobbying force.

NEA is equally active in the courts. As a result of NEA litigation, in fact, tenure is now viewed as a property right protected by the 14th Amendment.

The Association's current Legal Services Program protects members subject to dismissal or severe sanction and provides legal advice on other issues. NEA higher education members are automatically enrolled, at no extra cost, in a professional liability insurance program that makes up to $1 million available in cases arising from the performance of professional duties.

NEA also offers a wide variety of research services to state and local affiliates through the NEA Research Computer Network (RCN). This database includes the latest information on faculty compensation and education finances. NEA provides members with a wide range of professional services. Higher education members, for instance, automatically receive three publications: the *Thought and Action* journal, the *NEA Higher Education Advocate* newsletter, and the *NEA Higher Education Almanac.*

Each spring, NEA sponsors a National Conference on Higher Education that brings NEA members together with national educational and political leaders to discuss the cutting-edge issues confronting colleges and universities.

NEA's higher education members may enroll in a wide range of programs available through NEA Special Services. Available at special discounted rates are such items as life insurance (term insurance providing up to $200,000 coverage), special insurance programs including DUES-TAB (free life and accidental death and dismemberment insurance for NEA members), MemberCare health insurance (including in-hospital, supplemental major medical, Medicare supplement, and excess major medical insurance), accidental death and dismemberment insurance, homeowners insurance, and long-term disability insurance.

Other NEA financial services include tax-deferred annuities, a credit plan that permits loans of up to $7,500 by mail, and a gold MasterCard. NEA also offers a discount program that includes Literary Guild Book Club membership, a pharmacy service, Hertz car rentals, a magazine subscription service, and a travel program. Free NEA consumer publications offer information on a variety of topics. Not all services may be available in all states.

Educators may join NEA through a number of membership categories:

- Active: Open to any person who is engaged in or who is on a limited leave of absence from professional education work. Dues are $75 per year.

- Educational Support: Open to any employee of a college or university who is not eligible for active membership. Dues are $37.50 per year.
- Retired: Open to any retired employee of a college or university. Dues are $10 per year for those retiring after September 1, 1973 and $2 per year for those retiring before that date. Currently active members may obtain a lifetime membership in NEA-Retired for a one-time dues payment of $100. This entitles the member to additional benefits, including an extensive program of retirement planning, and guarantees membership after retirement.
- Reserve: Open to any former Active or Educational Support member who is on leave of absence from educational work for at least six months, or whose employment status no longer qualifies the individual for Active or Educational Support membership. Dues are $37.50 for former Active members and $18.75 for former Educational Support members.
- Staff: Open to individuals whose primary employment is with the NEA or any of its affiliates. Dues are $37.50 per year.
- Associate: Open to any person who is interested in advancing the cause of public education, but who is not eligible for any other class of membership. Such members are not eligible for special services programs. Dues are $5.00 per year.

NEA accepts Active, Educational Support, and Retired memberships only through affiliates. If no local affiliate is available, or if appropriate local membership categories are not available, membership applications must be processed through the state associations.

Enrollment materials for Associate, Reserve, or Staff membership may be obtained from the National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

The National Council for Higher Education

The National Council for Higher Education was established in 1987 as "the instrument through which higher education members of the National Education Association utilize their individual and collective power to accomplish the following specific objectives: a. Identify and focus the interests and concerns of NEA higher education members and affiliates; b. Speak with a common voice on matters affecting higher education; c. Promote the NEA as the representative organization of choice for higher education; d. Develop and increase attention within NEA to the issues of concern to higher education and to NEA higher education members; e. Improve the structure of the NEA in order to ensure the full and effective participation of all higher education members of the Association; f. Develop programs within the NEA to address the problems faced by higher education members; g. Assure the development and delivery of appropriate training for NEA higher education members and for the leaders of NEA higher education affiliates. h. Identify and support candidates for NEA offices who will actively work for the implementation of NCHE programs and positions...."

NCHE Officers for 1987-1988

President:	James Davenport, Mich.	(2-year term)
Vice President:	Carol Gaede, Minn.	(2-year term)
Secretary/Treasurer:	Roger Knutsen, Wash.	(1-year term)
Executive Committee:	Arlyn Diamond, Mass.	(2-year term)
	Diana Estey, Maine	(1-year term)
	Gloria J. Green-Ridley, D.C.	(2-year term)
	Frank Olbris, Mass.	(1-year term)
	Jean Peters, Ore.	(1-year term)

Any NEA-affiliated organization or member in higher education may join the NCHE. Dues are $10 per year for individuals, $100 for groups with fewer than 200 members, and $250 for larger groups. Associate (nonvoting) memberships are $10. Contact: Roger Knutsen, 11502 S.E. 320th Pl. Auburn, Wash., 98002.

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	100	85	2	1
Adrian College, MI	56	75	4	1
Alpena Comm. College, MI	50	65	2	1
Antelope Valley College, CA	251	86	2	1
Atlantic Comm. College, NJ	109	68	2	1
Baker College, MI	40	78	2	1
Barstow Comm. College, CA	75	79	2	1
Bay de Noc Comm. College, MI	46	73	2	1
Beaver County, Comm. College of, PA	54	73	2	1
Bellevue Comm. College, WA	250	72	2	1
Bergen Comm. College, NJ	245	68	2	1
Big Bend Comm. College, WA	50	75	2	1
Blue Mountain Comm. College, OR	72	75	2	1
Brevard Comm. College, FL	225	81	2	3
Brookdale Comm. College, NJ	185	71	2	1
Broome Comm. College, NY	206	79	2	1
Broward Comm. College, FL	285	81	2	4
Burlington County College, NJ	105	70	2	1
Butler County Comm. College, KS	81	71	2	1
Butte College, CA	123	78	2	1
California State University, CA	19,000	82	4	19
Camden County College, NJ	96	80	2	1
Carl Sandburg College, IL	52	75	2	1
Cayuga County Comm. College, NY	80	78	2	1
Central Comm. College, NE	115	85	2	3
Central Michigan University, MI	570	77	4	1
Chabot College, CA	628	78	2	2
Chaffey Comm. College, CA	309	80	2	1
Chemeketa Comm. College, OR	504	74	2	1
Chipola Junior College, FL	57	76	2	1
Citrus College, CA	114	77	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Clackamas Comm. College, OR	360	75	2	1
Clark College, WA	65	74	2	1
Clatsop Comm. College, OR	47	78	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	45	70	2	1
Coast Comm. College Dist., Part-time, CA	1,123	79	2	3
Colorado Comm. College System, CO	736	79	2	16
Columbia Basin Comm. College, WA	95	72	2	1
Columbia Greene Comm. College, NY	41	79	2	1
County College of Morris, NJ	180	75	2	1
Cowley County Comm. College, KS	44	69	2	1
Cumberland County College, NJ	47	68	2	1
Danville Area Comm. College/Classified, IL	72	84	2	1
Danville Area College, IL	69	83	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	221	76	2	4
Detroit College of Business, MI	22	73	4	1
Detroit, Univ. of, MI	167	75	4	1
District of Columbia, Univ. of, DC	600	78	4	3
District One Tech. Inst., WI	168	85	2	3
Dubuque, Univ. of, Seminary, IA	13	73	2	1
Dubuque, Univ. of, IA	46	73	4	1
Dutchess County Comm. College, NY	152	86	2	1
Eastern Iowa Comm. College, Dist. IX, IA	151	75	2	3
Edison State College, OH	43	85	2	1
Elgin Comm. College/Classified, IL	40		2	1
Endicott College, MA	39	73	2	1
Erie Comm. College, NY	467	78	2	3
Essex County College, NJ	168	68	2	1
Ferris State College, MI	500	73	4	1
Finger Lakes, Comm. College of the, NY	124	78	2	1
Florida Memorial College, FL	40	79	4	1
Florida State Univ. System, FL	6,186	76	4	9
Fox Valley Tech. Inst., WI	200	68	2	2
Fulton-Montgomery Comm. College, NY	70	78	2	1
Garden City Comm. College, KS	65	71	2	1
Gateway Technical Institute, WI	174	82	2	4
Gavilan Comm. College, CA	62	76	2	1
Genessee Comm. College, NY	103	78	2	1
Glen Oaks Comm. College, MI	28	68	2	1
Gogebic Comm. College, MI	48	65	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Grays Harbor College, WA	50	68	2	1
Green River Comm. College, WA	189	72	2	1
Hartnell Comm. College, CA	210		2	1
Hawaii, University of, HI	2,700	74	2	9
Hawkeye Inst. of Tech., IA	118	80	2	1
Highline Comm. College, WA	284	65	2	1
Hillsboro Comm. College, FL	198	74	2	3
Hocking Technical College, OH	30	86	2	1
Hutchinson Comm. College, KS	80		2	1
Illinois Eastern Comm. College, IL	102	85	2	4
Imperial Valley College, CA	82	82	2	1
Independence Comm. College, KS	30	70	2	1
Iowa Central Comm. College, IA	100	75	2	1
Iowa Lakes Comm. College, IA	87	75	2	2
Iowa Western Comm. College, IA	111	75	2	1
Jackson Comm. College, MI	120	65	2	1
Jefferson Comm. College, NY	70	75	2	1
Jefferson Tech. College, OH	46	85	2	1
John A. Logan College, IL	55	72	2	1
Johnson County Comm. College, KS	205	80	2	1
Kalamazoo Valley Comm. College, MI	94	69	2	1
Kansas City Comm. College, KS	94	71	2	1
Kaskaskia College, IL	64	84	2	1
Kaskaskia Comm. College/Classified, IL	60		2	1
Keene State College, NH	156	77	4	1
Kellogg Comm. College, MI	95	68	2	1
Kendall School of Design, MI	50	74	4	1
Kern Comm. College, CA	757	77	2	3
Kirkwood Comm. College, IA	178	75	2	1
Labette Comm. College, KS	35	70	2	1
Laboure College, MA	23	75	2	1
Lackawanna Jr. College, PA	28	79	2	1
Lake Superior State College, MI	105	78	4	1
Lakeland Comm. College, OH	114	78	2	1
Lakeshore Tech. Inst., WI	105	68	2	1
Lane Comm. College, OR	292	74	2	1
Lansing Comm. College/ESP, MI	100	77	2	1
Lansing Comm. College, MI	900	68	2	1
Lehigh County Comm. College, PA	70	70	2	1
Lewis and Clark Comm. College, IL	72	79	2	1
Long Beach City, CA	298	79	2	2

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Loretto Heights College, CO	80	72	4	1
Lowell, Univ. of, MA	529	70	4	3
Lower Columbia College, WA	72	67	2	1
Luzerne County Comm. College, PA	80	71	2	1
Maine Voc. Tech. Inst., ME	520		2	6
Maine, Univ. of/ESP 1, ME	300	78	4	9
Maine, Univ. of/ESP 2, ME	150	78	4	9
Maine, Univ. of, ME	1,200	78	4	7
Marymount Univ. of Virginia, VA	51	75	4	1
Massachusetts Comm. College System, MA	1,600	76	2	15
Massachusetts Comm. College System/Cont'g Ed.	1,800	86	2	15
Massachusetts State Colleges/ESP, MA	447	79	4	9
Massachusetts State Colleges, MA	1,535	77	4	9
Massachusetts, Univ. of/ESP, MA	1,293	80	4	2
Massachusetts, Univ. of, MA	1,643	77	4	2
McHenry County College, IL	55	71	2	1
Mendocino Comm. College, CA	34		2	1
Merced College, CA	316	76	2	1
Mercer County Comm. College, NJ	111	70	2	1
Metropolitan Tech. Comm. College, NE	125	74	2	3
Michigan State Univ./Admin. Staff, MI	550	85	4	1
Mid-Michigan Comm. College, MI	40	68	2	1
Mid-Plains Tech Comm. College Area, NE	85	76	2	2
Mid-State Tech. Inst., WI	87	70	2	3
Minnesota Comm. College System, MN	1,500	72	2	18
Minnesota State Univ. System, MN	2,250	75	4	7
Minnesota/Duluth/Waseca, Univ., MN	320	80	4	2
Monroe County Comm. College, MI	52	73	2	1
Montcalm Comm. College, MI	25	68	2	1
Monterey Peninsula Comm. College, CA	305	78	2	1
Mott Comm. College, MI	206	66	2	1
Mount Hood Comm. College, OR	540	75	2	1
Mount San Antonio College, CA	533	76	2	1
Mount San Jacinto College, CA	37	77	2	1
Muskegon Comm. College, MI	125	65	2	1
Napa College, CA	316	77	2	1
National College of Business, SD	40	76	4	1
Nebraska State Colleges, NE	400	72	4	3
Niagara County Comm. College, NY	150	78	2	1
North Central Michigan College, MI	35	80	2	1
North Central Tech. Inst., WI	138	69	2	2

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
North Country Comm. College, NY	50	78	2	1
North Orange County Comm. College, CA	497	79	2	2
Northeast Iowa Tech. Inst., IA	87	75	2	2
Northern Iowa, Univ. of, IA	580	80	4	1
Northern Mich. Univ./Skills Ctr., MI	46	80	2	1
Northwest Iowa Tech. College, IA	37	75	2	1
Northwest Tech. College, OH	26	75	2	1
Oakland Comm. College, MI	301	71	2	4
Oakton Comm. College/Adjuncts, IL	20	85	2	1
Oakton Comm. College, IL	149	86	2	1
Ocean County College, NJ	101	68	2	1
Olympic College, WA	375	64	2	1
Orange County Comm. College, NY	125	78	2	1
Palo Verde Comm. College, CA	46	81	2	1
Pasadena City College, CA	306	79	2	1
Passaic County Comm. College, NJ	54	72	2	1
Peninsula College, WA	108	67	2	1
Pensacola Jr. College, FL	250	85	2	1
Pima Comm. College, AZ	272	78	2	4
Pittsburg State Univ., KS	210	74	4	1
Pratt Comm. College, KS	30	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	281		2	1
Rhode Island, Comm. College of, RI	300	72	2	2
Rhode Island School of Design, RI	94	78	4	1
Rhode Island School of Design/Adjunct, RI	76	80	4	1
Rio Hondo Comm. College, CA	368	79	2	1
Riverside Comm. College, CA	538	78	2	1
Roger Williams College, RI	152	72	4	2
Rogue Comm. College, OR	290	75	2	1
Saddleback Comm. College, CA	882	76	2	1
Saginaw Valley State College/ESP, MI	37	78	4	1
Saginaw Valley State College, MI	97	72	4	1
Saint Leo College, FL	43	79	4	1
Salem Comm. College, NJ	32	75	2	1
San Bernadino Comm. College, CA	544	86	2	2
San Joaquin Delta College, CA	446	77	2	1
San Jose Comm. College Dist., CA	801	77	2	2
Santa Clarita Comm. College, Dist. 6, CA	47	77	2	1
Sauk Valley College, IL	64	69	2	1
Schenectady County Comm. College, NY	51	78	2	1
Schoolcraft College, MI	337	72	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Sequoias, College of the, CA	313	76	2	1
Shasta College, CA	323	76	2	1
Shawnee College, IL	20	84	2	1
Shawnee State University/Staff, OH	68	85	2	1
Shawnee State University, OH	78	75	4	1
Sierra Joint Comm. College Dist., CA	321	78	2	1
Skagit Valley College, WA	260	65	2	1
Solano Comm. College, CA	307	77	2	1
South Dakota Univ. System, SD	1,250	77	4	8
Southeastern Comm. College, IA	78	75	2	2
Southeastern Illinois College, IL	40	85	2	1
Southern Illinois Univ./Carbondale-ESP, IL	658	78	4	1
Southern State Comm. College, OH	29	85	2	1
Southwestern College, CA	180	77	2	1
Southwestern Comm. College, IA	37	75	2	1
Spokane Comm. College Dist., WA	1,000	70	2	2
Spoon River College, IL	40	73	2	1
St. Clair County Comm. College, MI	88	68	2	1
St. Louis Comm. College, MO	512	78	2	3
Sullivan County Comm. College, NY	120	78	2	1
Taft College, CA	55	76	2	1
Terra Tech. College, OH	47	85	2	1
Tompkins-Cortland Comm. College, NY	78	82	2	1
Treasure Valley Comm. College, OR	56		2	1
Ulster County Comm. College, NY	90	78	2	1
Victor Valley College, CA	63	76	2	1
Walla Walla Comm. College, WA	90	68	2	2
Washtenaw Comm. College, MI	169	66	2	1
Waukesha County Tech. College, WI	155	67	2	2
Wenatchee Valley College, WA	176	65	2	1
West Hills College, CA	38	77	2	1
West Shore Comm. College, MI	27	84	2	1
Western Iowa, Tech. Comm. College, IA	64	76	2	1
Western Tech. Comm. College Area, NE	70	76	2	2
Westmoreland County Comm. College, PA	65	72	2	1
Williamsport Area Comm. College, PA	175	71	2	2
Yosemite Comm. College Dist., CA	406	76	2	2
Youngstown State Univ./ESP 1, OH	381	85	4	1
Youngstown State Univ./ESP 2, OH	70	86	4	0
Youngstown State Univ., OH	410	72	4	1
Yuba College, CA	361		2	1

NOTE: Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated.

"I was writing an article on the many benefits Special Services offers to NEA members, and I got a little carried away."

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